

# Y Play Before & After School + Holiday Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY432319
<b>Inspection date</b>	30/04/2012
<b>Inspector</b>	Tracey Boland

<b>Setting address</b>	Willow Trees Children's Centre, Loxley Close, Church Hill, Redditch, Worcestershire, B98 9JL
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<b>Type of setting</b>	Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Y Play Before & After School & Holiday Club is privately owned and is one of two settings run by the Redditch YMCA. It opened in 2011 and operates from four rooms within a Children's Centre in the Church Hill area of Redditch. Children have access to enclosed outdoor play areas. The club is situated close to shops, schools and local transport links. The after school club is open each weekday from 7.30am to 9am and 3pm to 6pm during term time only. The holiday play scheme is open from 8am to 6pm during all school holiday periods.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the setting at any one time, of which no more than 26 may be within the early years age group. There are currently two children attending who are within the Early Years Foundation Stage. The setting also makes provision for children up to the age of 14. The setting has suitable systems to support children with special education needs and/or disabilities and children with English as an additional language.

There are four members of staff, two of whom hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) level two or three.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are suitably safeguarded in most respects and child to staff ratios meet requirements. Appropriate attention is given to helping children develop their self-esteem and gain skills for the future. Children are happy and eventually settle into the activities although at times organisation within the setting leads to extremely high noise levels. Some planning is in place and systems for observations and assessments have been implemented. The environment is inclusive and partnerships have been formed with parents and teaching staff within the local schools. Risk assessments are in place for most areas and most required information has been obtained. Systems for self-evaluation are still to be fully implemented, which limits continuous improvement.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents of all children about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 07/05/2012
- improve systems to ensure children's safety when walking to and from school (Safeguarding and 14/05/2012

promoting children's welfare) (also applies to both parts of the Childcare Register).

To further improve the early years provision the registered person should:

- conduct a risk assessment to cover anything with which a child may come into contact
- improve the systems for the organisation of the setting by leading and encouraging a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children
- improve organisation and planning within the play room to enable children to gain the most from the play opportunities when they first arrive.

## **The effectiveness of leadership and management of the early years provision**

Children are cared for in an environment in which they are suitably protected from abuse and neglect, and staff have a clear understanding of safeguarding requirements and regulations. Thorough recruitment procedures ensure that all staff are suitably checked in order to care for children and all relevant clearances are completed. Appropriate procedures are in place to ensure children are not left unattended with unvetted adults. Written risk assessments are in place although not all risks have been identified and steps taken to minimise them. For example, they do not ensure that the ties for the window blinds are not trailing or that children can not exit through the fire doors unsupervised. Therefore this poses a potential risk to children. Clear routines are in place for the dropping off and collection of children from local schools. Although staff remind children of safety, it is not always adhered to and children keep walking off when asked not to and do not wait for the larger group. This means that their safety is not always ensured and is a breach of the welfare requirements.

Children are suitably cared for at times of minor accidents and staff hold valid first aid certificates. Health records are maintained and countersigned by parents and staff seek consent from parents prior to any medicines being administered. Children enjoy the flexibility of a large play area indoors which leads directly into the outdoor play area. There is effective deployment of staff which helps to ensure that children are supervised and a free flow system is in place after snack time enabling children to move between the garden and the indoors as they wish to.

Staff understand the importance of working alongside parents, carers and other agencies to support the children's needs to ensure they are included. Most required documentation is in place although information relating to legal contact and parental responsibility has not been obtained. This is a breach of the welfare requirements. Staff have formed relationships with teaching staff in the schools they take and collect children from and communication takes place each day. Policies are in place and shared with parents which reflect the ethos of care. Staff strive to ensure children are able to relax and interaction between staff and

children is lovely.

Systems to monitor and evaluate practice within the setting are still developing. The views of parents and children have been sought but have not been evaluated, therefore have not been used to enhance the service provided. Parents are happy with the service and are pleased that their children enjoy their time at the setting and the activities they are involved in. They feel staff work in partnership with themselves and they receive up to date information about their child's progress.

## **The quality and standards of the early years provision and outcomes for children**

Staff have an understanding of the Early Years Foundation Stage and plan for the children with a suitable range of adult-led and child-initiated activities. Interaction between staff and children is lovely and children seek support from staff when they need to. Staff undertake observations of the children during their play and evaluate them to determine the next steps in their learning. Staff aim to have the room ready before children arrive to enable them to settle straight into their play before having their snack a short time after they arrive. However, at times the routine is not effective in ensuring children are engaged in play and noise levels rise to a very high level which is quite disruptive and overwhelming for less confident children.

Children are cared for in key worker groups and all staff interact and respond well to children's needs and requests. Children have a clear understanding of the routines in place and understand the rules of the club. Children are courteous to staff and offer help with the day-to-day routines, for example, helping to set the table before snack time and tidying the resources. Staff respond very well to their good behaviour and display information about their good deeds and behaviour on the clubs 'good to be kind' board. Children's independence is encouraged and they understand the importance of washing their hands before snack and after using the bathroom. Staff support children as needed and follow suitable hygiene practices that help prevent the spread of infection. Children are made aware of potential risks and how to prevent accidents through guidance from the staff. They are involved in emergency fire evacuation practices to ensure they are fully aware of the procedure they should follow in case of an emergency.

Children access a variety of activities including art and craft, dressing up and outdoor play. Children learn to take turns and share and enjoy skipping in a long line, seeing how many skips they can complete without stopping. They have a good grasp of technology and take part in electronic games. Children use dough to make salt dough models, such as hearts for Valentines Day and use a variety of cutters and rollers. Scissors are available and art and craft opportunities are good. They develop an understanding of diversity and the wider world through painting activities, such as making dragon masks for Chinese New Year, role play and dressing up and positive images of children are displayed throughout the setting. Photographs reflect activities the children have enjoyed and enable them to talk about and recall past events.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 14/05/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 14/05/2012