

Playworks Out of School Club

Inspection report for early years provision

Unique reference number

EY439396

Inspection date

21/06/2012

Inspector

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Setting address

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Type of setting

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.

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Description of the setting

Playworks Out of School Club was registered in 2012. The setting is one of two provisions which are privately owned and managed by the same provider. It operates from one large community hall and small room with enclosed outdoor play areas in the Shafon area of Barnsley.

The setting is open Monday to Friday from 7.30 am to 8.45am and 3.40 pm to 6pm during term time only and serves the local community. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 35 children may attend at any one time. There are currently 32 children on roll, of whom four are in the early years age range.

The club employs three members of childcare staff, who have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident, independent and enjoy their time at the setting, actively engaged in stimulating activities. Parents are involved in their children's care and education and are kept well informed of their progress. Partnership with other settings is effective in sharing information about children's learning and development. Efficient procedures are in place to keep children safe. Systems for self-evaluation demonstrate the setting's ability to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further resources to more fully promote all aspects of diversity.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are good, and these ensure the safety and well-being of the children. All staff are suitably vetted and have appropriate experience for their roles. The setting's safeguarding policy is clear and understood by all staff. This contains robust procedures to follow should a complaint be made against a member of staff. A comprehensive range of risk assessments for all areas, including the outdoor area, are carried out and effectively support children's safety. Most staff have completed safeguarding training and all are trained in the safe handling of food. Staff are deployed well to ensure children receive good standards of supervision. All staff ensure the environment is safe for children, and show a good awareness of how to encourage children to play safely. There are

good systems to ensure that arrival and collection of all children is closely monitored and recorded.

The child-friendly environment is well organised with a good variety of resources set out for children in the hall so that they are freely able to access all resources independently. Staff demonstrate a positive attitude to inclusion. Children are provided with experiences and support which help them to develop a positive sense of themselves and others. They are learning to celebrate cultural festivals from around the world, such as the Chinese New Year, as part of broadening their awareness of the wider world. However, there are limited resources around the setting that promote positive multicultural images to allow children to have a sense of belonging and develop their understanding of diversity. Also, there are limited resources on offer to reflect positive images of disability to develop children's understanding of similarities and differences.

Partnerships with schools are well established and staff exchange and share information about children's learning and development. The manager writes to the schools regarding children in the early years and the teachers respond accordingly for the overall benefit of children. There are strong links with parents, with whom staff have regular face-to-face contact. Parents' views are regularly sought through the use of questionnaires and in daily discussions, and staff take their ideas and suggestions into account when planning activities. Parents express positive views about the setting and are kept well informed about their children's activities. There is a high commitment to continually improve outcomes for all children. Staff have begun to use the process of self-evaluation and take into account the opinions of all children, parents and staff. There is an ongoing process to identify staff training needs, and their skills are carefully monitored.

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

Staff are friendly and develop positive relationships with children, who are cared for in a bright, colourful and child centred environment. Children are confident in their surroundings and are polite. They implement the club's rules, enabling them to develop important social skills, for example, they show kindness and consideration for others by helping their peers. Staff ensure all children are supported by periodically offering them reassurance in a calm and soft tone of voice.

Children are making good progress in their learning and development towards the early learning goals. Careful observation and assessment, identifying their next steps and planning for all children in the early years, complement those carried out in their school. Staff arrange activities and resources to reflect all areas of learning. Children are able to take part in a range of both focused and free-play activities to support their learning and development. Children are interested in the activities on offer and they enjoy taking part.

Children are polite and well behaved. They have friends they like to be with and have established good relationships with adults. Children are happy and relaxed in

their environment within the mixed age group. They know the rules of the setting, which they have devised and are displayed on the wall, and abide by these very well. Children are presented with purposeful and practical experiences within the provision to promote their understanding of personal safety. The well-organised use of available space ensures children's personal safety and well-being at all times. Staff are vigilant and enable children to keep themselves safe.

Positive steps are taken to promote children's good health and well-being. Healthy eating is promoted well as children access a good range of healthy foods. A selection of cereals and milk are offered for breakfast and children take part in making their own sandwiches with a variety of fillings for tea and eat a variety of foods, such as soup. Water and fruit juice are freely available throughout the sessions and children help themselves when they are thirsty. Children are independent in their personal hygiene as they wash their hands at appropriate times, such as after playing outside and before eating. Children are able to take part in regular outdoor physical play activities in the playing fields and park. They go on outings to farms and indoor parks to promote a healthy lifestyle.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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