

Playstation-4kidz

Inspection report for early years provision

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EY430207

Inspection date

25/07/2012

Inspector

Patricia Champion

Setting address

Basildon Disabled Sports & Social Club, Swan Mead Centre,
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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.

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

Playstation-4kidz is one of two settings run by the same private owner. It opened in 2011 and operates from two halls within a community building in Basildon, Essex. A maximum of 24 children may attend the out of school club at any one time. The club opens five days a week all year round. Operating times are from 7am to 9am and 3.30pm to 7pm, during school term times, and from 7am to 7pm, during the school holidays.

There are currently 23 children aged from four years to 10 years on roll. Children attend for a variety of before or after school sessions or for a full day during the school holidays. The club serves children attending the primary schools in the local community and surrounding areas. It supports a small number of children who have special educational needs and/or disabilities. The club is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The club employs four staff, of whom two, including the manager, hold appropriate early years qualifications. There is one member of staff currently working towards a recognised early years qualification. Bank staff holding qualifications are also employed to cover for staff absences. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and enjoy attending the club as they have a warm rapport with staff. Appropriate relationships with parents are established to ensure that relevant information is shared about children's unique needs. Learning and development opportunities are mostly well-organised to ensure that children make progress. A relevant range of policies and procedures are implemented to help keep children safe, although two legal requirements are breached regarding staffing arrangements. Effective improvements have been made since the last inspection and the club has started to monitor the service it provides. However, self-evaluation is not yet fully embedded to ensure that continuous development is sustained.

What steps need to be taken to improve provision further?

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

- ensure that there are always at least two adults on duty in the setting at any time when children are present (Suitable people) (also applies to both parts of the Childcare Register) 25/08/2012
- ensure that at least one person who has a current 25/08/2012

paediatric first aid certificate is on the premises at all times when children are present (Safeguarding and promoting children's welfare).

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

- develop reflective practice and self-evaluation to identify the strengths of the setting and priorities for development and involve parents and children more in this process
- develop the system for observation, assessment and planning to ensure that children's next steps are given priority and there are closer links to the areas of learning.

The effectiveness of leadership and management of the early years provision

The essential records, policies and procedures are regularly reviewed and systematically organised. These support staff in meeting the needs of children and contribute to the smooth running of the club. Staff have an appropriate understanding of safeguarding children and sound procedures are in place to induct new members of the staff team. The club carries out all required checks to help confirm that those working with children are suitable to do so. Staff continually access training courses to update their knowledge and skills. However, there are two breaches in the legal welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Although the required staffing ratios are usually met, sometimes there are less than two staff on the premises supervising the children. While staff have basic knowledge of first aid at work, there are times when children are supervised by staff who do not hold current paediatric first aid certificates. Consequently, they may not be able to deal with all eventualities and fully protect children.

Risk assessments of all areas used by children take place on a daily basis, with an in-depth and detailed check taking place annually. Prompt action is taken if any hazards are identified, ensuring that children are cared for in a safe and secure environment. The outdoor area adjacent to the hall is currently out of bounds as the staff have identified concerns relating to the play surface. Consequently, trips and outings are arranged and good use is made of the nearby park to enable children to play energetically in the fresh air.

Successful improvements have been made since the last inspection and all the previous actions have now been addressed. The team spirit within the club has much improved following significant staff changes. The staff are now much more focussed on providing children with fun, interesting activities that are in tune with their interests and capabilities. Improvements have also been made in relation to the security of the premises and managing children's behaviour. Overall, reflective practice is reasonably effective in identifying areas of strength and items to improve. Staff hold weekly meetings and implement action plans following their discussions. However, self-evaluation does not yet cover all aspects of practice and

parents and children are not yet involved in this process, to widen the scope for improvements.

All children are welcomed into the inclusive setting. The staff have a suitable knowledge of children's needs and backgrounds, enabling them to provide individual support. Sound partnerships provide a channel for two-way communication between the club and parents. Parents have access to the policies and sign the relevant contracts and consent agreements so that they are fully aware of the business and care arrangements. Information is shared through notices, newsletters, website and by email. Parents also have the opportunity to have a daily conversation with staff and to share any relevant information. Partnerships with others, such as school teachers and local authority advisors, are developing, therefore suitably promoting children's learning and development.

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

Children say they have fun and enjoy attending the club. The warm and caring relationships they share with the staff, means that they are content and feel secure. Children are busy and curious about things that happen. They ask questions and persevere at tasks of their own choosing. For example, children can play uninterrupted with resources that really interest them, such as, three dimensional puzzles or art and craft materials. A variety of activities are planned for each day and these have broad links to the Early Years Foundation Stage. Children are making steady progress as staff are observing them and identifying some of their learning priorities and next steps. However, children may not achieve as much as they can as the observation, assessment and planning process is not yet fully embedded.

Children are developing appropriate skills for the future. They have opportunities to use technology through electronic games and practise their writing skills when drawing, colouring or making lists to help staff. Children apply their mathematical skills by counting or measuring out ingredients while cooking and when playing board games. Children work well independently and in small groups. They cooperate and use equipment together, which as a result helps them to learn to share and take turns. The rules of the club are clearly displayed and children know to go to staff when they cannot resolve disputes for themselves. Children respect each other's differences and embrace diversity through different activities and the various resources.

Children gain a suitable understanding about the importance of a healthy lifestyle. They understand about the importance of hygiene routines and learn about dental health care. They have a choice of healthy snacks and wholesome light meals and staff encourage them to taste and try different fruit and vegetables. During the school holidays children go on outings to the shops so they learn about what fruit is in season and gain an understanding of how food grows. Other outings to the country park, sea life centre or farm enhance children's knowledge of the natural world. Special outings also take place to develop children's understanding of current events, for example, children recently went to see the arrival of the

Olympic torch to the town. Children are learning about personal well-being on outings as they follow sensible road safety procedures and wear high visibility jackets so that they can easily be seen. The staff are mindful about hot weather and children wear sun hats and sun screen to protect their skin from burning. Children understand the need to use tools, such as cutlery responsibly, and explain to visitors important safety routines, such as, emergency evacuation drills.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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:

- ensure that at least one person who is caring for children has an appropriate first aid qualification (Welfare of the children being cared for) (also applies to the voluntary part of the Childcare Register) 25/08/2012
- take action as specified in the early years section of this report (Welfare of the children being cared for). 25/08/2012

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 compulsory part of the Childcare Register section of this report (Welfare of the children being cared for) 25/08/2012
- take action as specified in the early years section of this report (Welfare of the children being cared for). 25/08/2012