

Playmates

Community Centre, Church Road, Bishops Cleeve, Cheltenham, Gloucestershire, GL52 8LR

Inspection date	26/09/2012
Previous inspection date	19/04/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy the club because the experienced staff get to know the children well and plan enjoyable activities and opportunities
- Staff make parents feel welcome and make time to talk with parents about their children's time at the club, and to answer parents' questions. Staff make good use of information about children's home interests in order to help children settle in quickly
- Staff actively listen to the children, which develops their confidence and self-esteem
- Staff interact skilfully with children during their play to extend their learning.

It is not yet outstanding because

- Procedures for reviewing staff performance are not fully embedded.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction with the children in the community centre
- The inspector spoke with children, parents, a member of staff and the manager
- The inspector sampled relevant documentation, including a selection of records.

Inspector

Catherine Clarke

Full Report

Information about the setting

Playmates registered under new ownership in 2008 and operates from the community centre in the village of Bishops Cleeve, near Cheltenham in Gloucestershire. The club has sole use of one room and shared use of the kitchen and toilets. Other main users of the rooms include groups from the community organised by the parish council. There is a small, enclosed yard adjacent to the centre. The club may use the playing field and playground at Bishops Cleeve Primary School. The club provides a before and after-school facility on Monday to Friday from 7am to 8.45am and from 3pm to 6pm, during term time. The holiday club operates during all school holidays according to demand between 8am and 5.30pm. The provision is also registered by Ofsted on the compulsory and voluntary

parts of the Childcare Register. There are currently 62 children on roll of whom two children are in the early years age group. Additional care is provided for children up to 14 years. The club provides a drop-off and collection service from Bishops Cleeve Primary School; other children are welcome to attend with their own transport arrangements. The club employs two members of staff, both of whom hold a level 3 playwork qualification. The club adheres to Playwork principles.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- further develop systems to review and support staff performance.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Experienced, welcoming and knowledgeable staff organise the environment well so that children enjoy their time at Playmates. They use Playwork Principles to plan activities that complement the school day. Staff have a very good understanding of individual children's interests and needs, and make time to talk with parents about their children. Effective arrangements are in place to help new children settle in confidently as staff find out about children's needs and interests before they start and offer a short 'tester' session.

Staff are clear about the importance of organising the club to reflect children's needs and interests after a day at school. Resources are set out effectively, mainly at floor level, with some table top activities and some chairs set up round the small television and DVD player. This arrangement means that children access all the resources confidently and independently, so directing their play. They enjoy a broad range of activities such as pretending to cook for a friend, craft activities, dressing up, finding a cosy space to sit and finish a book, and playing card games. Children enjoy rummaging in boxes of toys placed in a quiet corner of the room and sit with them on the mat, or move away to use them elsewhere. They enjoy sitting alongside other children, playing with toy figures on their own or in a small group. Staff encourage children to use equipment and resources flexibly, so children enjoy playing in 'dens'. Children mix well with others older than themselves from the same school, which helps them get to know one another. Children have opportunities to develop their physical skills as they enjoy activities such as playing football or tennis, on their own or with other children. Staff plan regular outings when the holiday club operates.

Staff have high expectations of what children can achieve and give them time to explore and develop their ideas through their play, which they do confidently. They make effective judgments about when and how to intervene to extend children's play. This support

promotes children's imaginations, creativity and thinking skills well as they play and explore, and children become engrossed in their play. For example, the manager listens attentively to a new child on his first day to make him feel more secure and more confident about exploring his environment. On another occasion she sits alongside as a child plays with small plastic soldiers. She listens and watches to find out about his play. Her skilled interactions encourage him to talk animatedly the activity.

The contribution of the early years provision to the well-being of children

Staff have very secure relationships with the children. Children feel able to approach them if they need support or just want to talk to them. Staff provide very positive role models and their supportive interactions with the children develop children's sense of security, self-esteem and confidence. They supervise the children well and are quick to identify when a child needs additional support from them. They communicate sensitively and effectively with children, getting to the child's level, and using good eye contact and appropriate tone. They listen to children and give them space to talk about their priorities which makes the children feel valued and builds their esteem. These interactions also develop children's social skills and ability to make relationships, through modelling being considerate and responsive.

Children are happy and greatly enjoy their time at the out of school club. They are often engrossed in their play when parents arrive to collect them and staff make effective use of this opportunity to talk with parents about what their children have done and enjoyed and to share information about the children, or any incidents that have occurred. Staff are very effective in sharing information about their children and there is a collaborative approach to supporting children.

Children behave very well. This positive behaviour is in good part due to staff organising a stimulating and engaging environment in which children feel valued and listened to, and can follow their interests and play purposefully on their own or with their friends. There are also clear rules and expectations of behaviour, reflecting those of the local school, which children understand. Rules are appropriate and reflect the more relaxed homelike atmosphere of the club, and promote responsibility. Interventions are infrequent and when they happen, staff act in a timely manner that prevents inappropriate behaviours escalating. Staff talk quietly and clearly to children, making sure they have their attention as they remind them about appropriate behaviours and help them to resolve situations. Staff discuss any incidents and achievements with parents at the end of the session. This communication promotes a consistent approach and allows identification of any issues beyond the setting.

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

This is a well-established and small staff team. Both members of staff are suitably trained and experienced. The manager acts as key person for the youngest children and uses her

clear knowledge of child development to deliver a programme that meets requirements of the Early Years Foundation Stage within Playwork principles.

Robust and established safeguarding procedures are in place, such as keeping doors locked, and effective collection procedures are apparent. Systems and records for safety, such as fire drills and administration of medication, are suitably implemented and maintained

Self-evaluation systems are developing. The manager identifies priorities for improvement, such as developing partnerships with parents and reviewing play opportunities. This planning is based on responding to parents' views and following up on recommendations from the previous inspection. Staff also evaluate activities to consider how effectively provision meets individual children's needs.

Both members of staff are experienced and are an established team, who work closely together and work collaboratively to review practice. The manager monitors professional development needs, though due to club hours; these tend to be limited to required training such as paediatric first aid, and rather than encouraging staff to extend their skills and gain new ideas for ways to work with the children.

Staff liaise with school staff well at drop off and collection time to share relevant information and this is effective in supporting continuity of care for the children. For example, the manager speaks to a member of the school staff when collecting a child for their first day at the club, and works closely with staff to understand and support any additional care needs of children. Partnerships with other agencies, such as the local children's centre, result in positive support. For example, the centre allows the club to make use of its allotment.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.

Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY371334
Local authority	Gloucestershire
Inspection number	815606
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 14
Total number of places	35
Number of children on roll	62
Name of provider	Playmates
Date of previous inspection	19/04/2010

Telephone number

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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