

# Playfit @ Stonebow Primary School

Stonebow Primary School, Stonebow Close, LOUGHBOROUGH, Leicestershire, LE11 4ZH

<b>Inspection date</b>	31/10/2012
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Staff are skilled in supporting children's learning and development through well planned activities across all areas of development.
- Strong links are made between the setting and the host school, therefore, information is exchanged and next steps in children's learning, planned by the school, are followed through and supported by the setting.
- Children in the early years age range have a known key person, who has a secure knowledge of them as individuals.
- Safety is given a high priority. Hazards to children are identified and minimised and children are taught how to promote their own safety.
- Arrangements for safeguarding children are robust. Secure systems are in place to ensure the suitability of staff who work in the setting. All staff have attended safeguarding training and have an appropriate first aid qualification.

### It is not yet outstanding because

- Quiet areas are not made inviting for children to encourage a balance of activity and rest within the session and across their whole day.

## 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 activities in the main play area and adjoining large hall.  
The inspector had ongoing discussion with the manager and staff throughout the
- session and sampled documentation, policies and procedures and records, including evidence of staff suitability.
- The inspector took into account the views of parents spoken to on the day.
- The inspector spoke to staff and interacted with children throughout the inspection.

## Inspector

Elisabeth Wright

## Full Report

### Information about the setting

Playfit Kids Club @ Stonebow Primary School was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the premises of Stonebow Primary School in Loughborough, Leicestershire and has use of a large room and the school hall. It is managed by a private company. The setting serves the local area and is accessible to all children from the host school. The setting has use of the school playground for outside play.

The setting employs three members of child care staff, all of whom hold appropriate early years qualifications at level 3. Children attend for a variety of sessions. The club operates from 7.45am to 9am and 3.15pm to 6pm during term time and offers holiday care from 7.45am to 6pm daily. The setting takes children from four to 12 years of age, and there are currently 74 children on roll, of whom eight are within the early years age group.

### **What the setting needs to do to improve further**

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

- develop further provision for children's needs for quiet times and relaxation, by improving the organisation of space in the room to create attractive, cosy areas that invite children to relax, rest and chat with friends.

### **Inspection judgements**

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

Children are settled and secure in the setting, therefore, they enjoy attending and are motivated and eager to engage with the activities provided. Children's independence is promoted as they freely choose to engage with adult-led activities, or initiate their own ideas from the good range of resources available to them. This ensures that all children are actively engaged and interested, which promotes their learning and development. Adult-led activities are well organised and resourced, which encourage children to join in and learn whilst having fun together. They bob for apples at the Halloween party, wrap one another up as mummies and draw bright firework picture with chalks. Children's creative thinking is developed as they imagine what their Halloween character might do and adopt poses to demonstrate this. Staff are skilful at interacting with children over a range of ages and interests, using opportunities that arise to introduce new ideas and extend their thinking and learning. For example, when children's drawing begin to represent their interest in fireworks, a member of staff introduces dark paper and chalk and shows them how to smudge the chalk to make different effects. The setting has a high emphasis on physical activities, which balance and complement the children's school day. Sports coaches are used by the setting to teach a range of physical skills. This ensures the children learn these appropriately and safely.

Children in the early years age group have an established key person who liaises with their teachers daily. This ensures they have a secure understanding of the learning and development progress they are making and of the next steps planned for them by the

school. Therefore, planning of activities and ongoing involvement in their play is used effectively to promote their individual needs and enhance their learning. Consequently, children make good progress across all areas. The close links that are maintained between the setting and the school mean that all professionals work together to the benefit of the children.

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

Children benefit from secure relationships with their key person. The setting considers their needs well and organises staff and routines to ensure that their own key person takes them into class in the morning and collects them again in the afternoon. This enhances the children's feelings of security and is effective in supporting a strong bond between them and their key person. The children's welfare is promoted because class teachers know the staff well so information is shared consistently between the school, the setting and parents. Relationships between staff and children in the setting are warm and caring. Young children are confident to approach staff if they need a cuddle because they are feeling tired, or want to share some news.

Children develop a good understanding of how to support their own safety because staff give them frequent explanations and reminders when playing, these help them to learn how to assess risks for themselves. Children's safety is enhanced by the good levels of behaviour in the setting. Staff are good role models, they treat children with respect and give time to them when they want to explain something, or ask for help. Consequently, children of all ages respect one another's spatial needs and choices and this results in a social and positive atmosphere. Children waiting to take their turn at bobbing for apples wait patiently on the mat, chat to one another and encourage each other in their turn. A healthy lifestyle is promoted well in the setting. Children enjoy a relaxed, social snack time, where they enjoy healthy food and help themselves to drinks, this develops their independence. Consistent routines support the younger children's developing self-care, as they spontaneously go to wash their hands before snack, following the good example set by the older children. Space is organised to allow the children opportunities to move around freely indoors and engage in active play, as well as a range of table and floor activities. However, spaces set aside for rest and relaxation are less inviting, therefore, children do not routinely use these for relaxation after a busy school day, or to sit and chat with friends.

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

Staff and managers have a secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They understand the role of the setting in supporting these across the whole day, in partnership with the host school and parents. The setting works closely with the early years coordinator and teachers, therefore, children benefit from consistency and balance. Parents are given good levels of information about the running of the setting and their child's progress and activities.

Children's welfare is promoted well in the setting because managers give a high priority to training and to safeguarding. All staff have completed safeguarding training, consequently, they have a robust understanding of their roles and responsibilities with regard to the recording and reporting of any concerns they might have about a child in their care. Recruitment procedures are robust. Checks are made to ascertain suitability before staff are employed. First aid training is mandatory for all staff, therefore, children receive appropriate care if they have an accident or injury whilst at the setting. Staff receive regular appraisals of their performance and are supported to develop their knowledge and expertise through training opportunities. Managers evaluate the setting well and have a secure understanding of strengths and the areas they would like to develop further. A written self-evaluation form has been completed and actions for improvement identified, for example, plans are in place to increase the children's access to information technology.

### 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

<b>Unique reference number</b>	EY442996
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	796007
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	74
<b>Name of provider</b>	PlayFit Kids Club Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01509646217

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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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