

# Playkidz After School Project and Holiday Club

Compton Youth Centre, Henwood Road, Compton, Wolverhampton, West Midlands, WV6 8PG

<b>Inspection date</b>	05/11/2012
Previous inspection date	16/12/2009

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

## The quality and standards of the early years provision

### This provision is satisfactory

- The staff provide a sufficient range of activities and resources and encourage children to make choices about what they want to do and where they want to play.
- Children learn about a healthy lifestyle as they take part in physical activities. Their attachments are consistently fostered because the staff spend time joining in with their activities and games.
- The setting's self-evaluation processes include all stakeholders and identify areas for further improvement to benefit the children. The staff are supported through yearly appraisals and ongoing supervision monitoring with senior management.

### It is not yet good because

- The staff do not yet effectively liaise with other providers to ensure a complementary learning environment is provided for the youngest children.
- Records provided to parents about incidents occurring in their absence lack sufficient detail.

## 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 children's main play rooms
- The inspector held meetings with the registered person and the deputy
- The inspector took account of the views of children and parents spoken to on the day
- The inspector scrutinised a range of documentation; assessment records, evidence of staff suitability, policies and procedures, accident and incident records, self-evaluation documentation, and the risk assessment records.

## Inspector

Mary Henderson

## Full Report

### Information about the setting

Playkidz After School Project opened in 1999 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The group employs five members of staff, four of whom hold a suitable early years qualification at level 3. The group opens Monday to Friday during term times from 3.30pm until 6pm. Children attend for a variety of sessions. There are currently four children attending who are within the early years age group. The group receives support from the local authority.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure the written records of accidents and injuries include full and comprehensive details for parents, including any first aid treatment given
- discuss with other providers, the support provided for children, and seek to complement learning in the settings in which children spend more time.

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

- provide familiar, predictable routines, including opportunities to help in appropriate tasks such as pouring their own drinks and preparing their own snack.

### **Inspection judgements**

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

The staff recognise that children learn through play. They have a reasonably secure understanding of the Early Years Foundation Stage learning and development requirements and ensure children's time at the setting is enjoyable. The staff have a sound awareness of children's interests through ongoing discussions with the children and their parents. However, staff do not yet effectively liaise with other providers, such as school practitioners, to ensure the support provided for children complements that which is provided in settings where the children spend more time.

The children make choices about what they want to do and where they want to play. They enjoy time spent with peers as they build imaginary worlds with small world people and buildings, such as, castles and dolls houses. Other children choose to play in the supervised gym area in activities such as football or tag. The staff provide activities and resources so that children can enjoy being expressive. Children like to colour in Diwali cards to take home to their family or thread reels on string to make necklaces and bangles, counting who has the longest. Children like to dress up and put on their own singing talent show for a willing audience of peers and staff. The staff extend children's interest in such activities further by inviting dance teachers to the setting, who encourage

the children to listen and dance about to Zumba music. The children discuss positive aspects of disability through topics such as Olympic sports. Their interest in the world around them is supported further as they play with a range of resources that depict positive images of diversity including dolls and books and they like to try different foods around the calendar year. Mathematical skills are explored by the children as they build large towers with blocks and other small and large construction toys. Children's interest in information communication technology is fostered through their use of table top computers.

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

Staff spend time with the children talking and sitting with them, developing their communication skills and supporting them in fostering positive attachments with everyone around them. The children are provided with a sufficient range of healthy snacks. This includes fruit or buttered crackers, bread or toast. Children wash their hands before eating and after visiting the toilet. Children are not, however, provided with familiar, predictable routines, including opportunities to help with tasks such as preparing their own snack and pouring their own drinks or clearing the tables. This hinders the development of children's independence skills.

Children have opportunities to develop physical skills through indoor play in the gym throughout the year and through outdoor play during the lighter nights. Staff support children's learning about keeping safe as they talk to them and include them in the evacuation procedures of the setting. The staff also talk to the children about road safety as they walk back from school.

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

The manager has a reasonable understanding of the Early Years Foundation Stage. She generally oversees the activities in place that promote children's learning and development. There are secure procedures to ensure that adults working within the provision are suitable to do so. Staff are vetted and they are clearly informed about safeguarding procedures. Children are kept safe because the manager ensures procedures are implemented competently. There is controlled access to the premises and doors are kept locked at all times. Risk assessment processes include checking the indoor and outdoor areas each day. The staff are trained in first aid. They input information into the accident, injury and incident documents which are signed by staff and the parents. However, the written entries are not fully comprehensive to include details of any first aid treatment given, this does not support staff in providing clear information for parents.

Partnership working with parents is generally effective. There is verbal feedback as children are picked up at the end of the session. The parents are kept aware of policies and procedures of the setting because they are accessible at all times. Annual appraisals and supervision sessions with the staff ensure identified training is planned that will

benefit the children. The manager demonstrates a capacity to maintain continuous improvement, for example, in being aware of children's interests such as singing and dancing, she extends children's interests through visitors to the setting. The self-evaluation processes of the setting include input from the management, staff, parents and their children. This informs future targets for further improvement.

### 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>	258401
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	889942
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Jennifer Ann Turner
<b>Date of previous inspection</b>	16/12/2009
<b>Telephone number</b>	07866466229

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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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