

# Stay and Play Club

Broughton C of E Primary School, Church Lane, Broughton, Preston, Lancashire, PR3 5JB

<b>Inspection date</b>	10/12/2012
Previous inspection date	15/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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		2
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

- Children are happy and clearly enjoy coming to the out of school club as they excitedly enter the hall. They play enthusiastically and are very sociable and well behaved, as a result of positive role modelling from the staff.
- The successful key person system and settling-in arrangements, means that children develop positive relationships with staff, which helps them to feel secure.
- Children's awareness of keeping themselves safe and following healthy practices is fostered well.
- Children are safe at the out of school club because staff identify and minimise hazards within effective risk assessments.

### It is not yet good because

- The provider has failed to notify Ofsted of changes to the individuals associated with the management committee.
- Some documentation is not easily accessible and available for inspection, in order to fully promote the efficient and safe management of the out of school club.
- Staff do not make effective use of guidance documents, in order to fully complement children's learning when planning, and do not purposefully incorporate children's interests or individual learning.
- Self-evaluation is not thorough enough in identifying key strengths and weaknesses

that lead to a clear and successful improvement plan.

### **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 and care routines in the hall and playground.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at a selection of policies and children's records, and evidence of suitability of practitioners working within the setting.

### **Inspector**

Rachel Ayo

## **Full Report**

### **Information about the setting**

Stay and Play Club was registered in 1996. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the hall within the grounds of Broughton Primary School in the Broughton area of Lancashire, and is run by a management committee. The out of school club serves the children of the school. Children access the school playground for outdoor play.

The out of school club employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one of the managers holds Qualified Teacher Status. The out of school club opens Monday to Friday, term time only. Sessions are from 7.45am until 8.45am and 3.30pm until 5.30pm and children attend for a variety of sessions. There are currently 70 children attending, six of whom are within the early years age group. The setting is a member of the 4children network and association for out of school clubs and the Out of School Alliance.

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

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

- ensure that records are easily accessible and available, with specific reference to the name, home address and telephone number of the provider.

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

- develop planning, in order to show how activities provided by the out of school club complement the seven areas of learning, and how activities are linked to children's individual interests and areas of learning being focussed on by the school
- implement more rigorous and effective self-evaluation and include parents more actively in the process, in order to inform priorities and set challenging targets for improvement.

### **Inspection judgements**

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

Staff provide a varied range of play experiences, including different arts and craft activities that engage children's interests and ignite their creativity. For example, children make glittery Christmas pictures with different coloured glue. Planning and assessment is adequate in meeting the needs of the children. Although, staff plan what they are going to do with the children, they do not fully utilise guidance documents, such as 'Development Matters', to fully complement children's learning. In addition, information about children's individual needs and areas for development is not purposefully incorporated in the planning.

Toys and activities are organised in a welcoming manner and bright displays of children's artwork adorn the walls. This helps children develop a strong sense of belonging and

demonstrates to them that staff value what they do. Staff demonstrate satisfactory expectations, enthusiasm, engagement and motivation of children. They are friendly in their approach as they sit and talk to children as they play. Staff ask open-ended questions, encouraging children's language for thinking, and they suggest ideas to enhance their experiences.

Children show good levels of independence as they readily select what they want to play with. They show precise small physical skills as they competently use dough tools. Children readily talk about quantity as they suggest that they have more dough balls than one of their peers and about patterns, exclaiming 'I've made a ziz-zag!' They display a positive approach to activities and they share and take turns as they play with their friends. Children are respectful to one another and learn about the diverse society of the world in which they live as they observe positive visual images and celebrate a wide range of festivals.

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

Staff encourage children to visit the out of school club with their parents before they actually start. Consequently, they become familiar with routines and have the opportunity to develop relationships with their key person. This ensures that they develop good levels of self-esteem and confidence. Children develop a strong sense of responsibility in the out of school club, which helps them to be self-motivated. For example, they contribute ideas and make suggestions relating to different aspects of the out of school club practice, such as what activities or toys they would like and what they want to eat. Part of the effective settling-in of children, involves gathering information from parents to meet children's individual needs. For example, details of significant people, what parents would like staff to know about their children, children's likes and dislikes and information from parents about children's learning so far.

Children show how comfortable and relaxed they are in the provision as they freely move around and make decisions about playing indoors or outside. Staff ensure that the environment is safe through robust risk assessments and access to the provision is effectively monitored to promote children's well-being. Children help to undertake their own risk assessments of activities, which helps them to develop a good understanding of potential dangers and how to keep themselves safe. They clearly know that they must put on a fluorescent tabard before playing outside. In addition, as part of the Bonfire Night celebrations, children discuss fire safety and learn about road safety through role play activities.

Children's all round good health is promoted well. They access the school playground, developing confidence in their physical skills as they use a variety of small and large equipment. Meals and snacks are healthy and nutritious and are rotated to accommodate children, who attend on different days, ensuring inclusion. Children readily engage in hand washing as soon as they arrive, then line up patiently to carefully take their snack of warm soup and bread to the table. They are able to manage their own hydration as water is readily available throughout the session, which further promotes their physical health.

Children are clearly aware of foods which are good for them through discussions with staff about healthy eating.

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

There is satisfactory leadership of the out of school club. The provider has an understanding of the responsibilities in meeting the learning and development requirements, although, there are aspects of planning, which are not fully effective. The provider has a satisfactory awareness of the responsibilities in meeting the safeguarding and welfare requirements. Staff have an adequate understanding of child protection issues and the procedures to follow if they have a concern, with contact details close to hand. There are robust recruitment and vetting procedures and induction is adequate in ensuring that the staff understand their roles and responsibilities. Any new staff members awaiting police clearance are never left unsupervised and there are clear policies for the use of mobile phones and cameras. This ensures children's safety and welfare. However, following some changes to the management committee, the provider has not notified Ofsted. This is a breach of a legal requirement in terms of both the Early Years Register and the compulsory part of the Childcare Register. However, the impact on children is minimised as the individuals in question do not work directly with the children, or have any unsupervised access to them. Ofsted intends to take no further action on this occasion.

There is satisfactory monitoring of staff practice and a new appraisal system is in place to review the staff team's professional development. Records are stored securely and documentation relating to the day to day practice is maintained well by the staff to promote the efficient and safe management of the out of school club. However, details of the provider, in this case each individual committee member, are not readily available for inspection. Some informal self-evaluation takes place and improvements, such as, increasing the range of toys and developing learning journals, are made. However, analysis, monitoring and self-evaluation is not robust enough in leading to a clear improvement plan, which also includes the views of parents.

Staff establish positive relationships with parents. Parents receive information about the out of school club through a welcome brochure, updates in the school newsletter, on the notice board and at committee meetings. They take home and are encouraged to contribute to their child's learning journal. There are adequate arrangements for working with the school to deliver the Early Years Foundation Stage, but information is not always linked into the planning. Although, there is no requirement to do so at present, staff are aware of partnership working with other professionals where children have special needs and/or disabilities.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Not Met (with actions)</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

**To meet the requirements of the Childcare Register the provider must:**

- ensure that Ofsted are informed of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (Changes to people).

**What inspection judgements mean**

<b>Registered early years provision</b>		
<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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>	309693
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	818861
<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>	50
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Stay and Play Club
<b>Date of previous inspection</b>	15/12/2011
<b>Telephone number</b>	01772 862 788

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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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