

# Playstation-4kidz

Basildon Disabled Sports & Social Club, Swan Mead Centre, Church Road, BASILDON, Essex, SS16 4AG

## Inspection date

06/12/2012

Previous inspection date

25/07/2012

## The quality and standards of the early years provision

**This inspection:**

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 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

- Children are happy, settled and have fun as they take part in learning experiences matched to their interests and capabilities.
- The staff build friendly and helpful relationships with parents and keep them fully informed about their children's time in the setting.
- Children are provided with nutritious meals and snacks and they develop a sound understanding of what constitutes a healthy diet.
- Children are protected because staff are vigilant about their security and daily checks are made to ensure that the premises and equipment are safe.

### It is not yet good because

- The staff team do not consistently liaise with the early years professionals from the schools that children attend, in order to promote continuity in care and learning.
- Children are sometimes distracted and unable to concentrate on their enjoyment of books and stories, due to high noise levels in the building.
- The use of self-evaluation has not yet been effectively implemented to assess all aspects of practice and promote improvements in children's learning, development and care.

## 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 indoor learning environment.
- The inspector held discussions with the manager, staff team and children.
- The inspector viewed a sample of the children's development journals.
- The inspector viewed evidence of risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day and from their comments included on recent survey forms.

## Inspector

Patricia Champion

## Full Report

### Information about the setting

Playstation-4kidz was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community building in Basildon, Essex and is one of two settings run by the same private owner. The setting serves the local area and is accessible to all children. It operates from two adjoining halls and children have supervised access to the adjacent park for outdoor play.

The setting employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The setting opens Monday to Friday all year round. Opening times are from 7am to 9am and 3.30pm to 7pm during school term times, and from 7am to 7pm during school holidays. Children attend for a variety of before or after school sessions or for a full day during the school holidays. There are currently 27 children attending aged from four to 11 years. Of these, five children are within the early years age group. The setting supports a small number of children with special educational needs and/or disabilities. It 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:**

- improve partnerships with other providers to share and obtain information, and seek to complement learning in settings in which children spend more time.

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

- help children concentrate by limiting noise in spaces where they can play quietly and listen to and enjoy rhymes and stories
- implement rigorous use of self-evaluation to monitor and analyse practice, and to ensure that the quality of children's learning, development and care continues to improve.

### **Inspection judgements**

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

Children enthusiastically take part in a broad range of activities each session that mainly focus on physical, social, communication and creative development. Through a balance of adult-led and child initiated play, children have time to explore and persist at their chosen activities. This means that children are offered sufficient challenge and show high levels of energy and fascination. Interaction is lively and friendly with many animated conversations between the adults and children. The key persons complete daily observations so they are knowledgeable about what the children can do and what they need to learn next. However, there is limited information shared with the schools, to ensure that the provision for individual early years children, compliments the learning and experiences that they receive at school, where they spend the majority of their time. Staff have started developing language play to support children's communication skills. Small world toys are

used creatively when children and staff act out real life scenarios. For example, they imaginatively explore and discuss what happens when a supermarket delivery arrives at the front door.

Children also enjoy using their imagination when developing their artistic skills. There are plenty of art and craft resources easily accessible. This enables children to use flair when designing and decorating highly original Christmas cards with glitter, tinsel or cotton wool. Children develop a suitable understanding of the world as they see positive images of diversity displayed every day. They also learn about other languages as they say simple words and phrases during the weekly French lessons.

Children have suitable opportunities to develop the skills they need for future learning. They count and experiment with numbers as they take part in games or complete puzzles. They practise their handwriting and pencil control as they write messages in greetings cards. Children access early reading books and look at these with staff. They are competently beginning to use their phonic knowledge as they decode regular words and read them aloud accurately. The environment is generally beneficial to children's learning and development. However, at times the elevated levels of noise means that children have difficulty concentrating when they are attempting to play quietly, or look at books and enjoy stories.

Parents are becoming more involved in their children's learning in the setting. They get to see the journals each evening so they know the activities the children have taken part in. The key persons also share the individual development plans so that the parents know what their children's learning priorities are and how they can support them at home.

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

The staff develop a warm rapport with the children. They are supportive and show a real interest in what the children are doing. There is an appropriate key person system so parents know who they can talk to if they want to discuss their children's learning and care. Suitable transition arrangements are in place to welcome children when they first join the setting. The staff find out information about children's individual needs. They also ask children what they enjoy doing and whether they feel they may need any additional support when participating in activities.

Children are lively and enthusiastic during activities. They speak respectfully to the staff, visitors and each other. The staff use age-appropriate ways to manage behaviour and encourage politeness and good manners at all times. Children are involved in devising the guidelines for good behaviour and these are displayed in a prominent position so that they cannot be overlooked. Staff take great care that the attitudes and behaviour of the older children do not adversely affect the younger children. Children have a secure awareness of their own personal safety as they listen carefully to staff's instructions relating to the need to take care and play safely. They can explain to visitors the important safety procedures, such as, the emergency evacuation drill and they understand why this is regularly practised.

Children play in a clean environment. Staff hold certificates in food safety so they can safely prepare meals and the kitchen has been awarded five stars for food hygiene. As part of the routine, children are encouraged to wash their hands before eating their meals, this helps them to embed and understand self-care practices. Cups and jugs of water are easily accessible so children can pour themselves a drink whenever they feel thirsty. Children choose healthy options when they select from the menu what they wish to eat for their evening meal. They have hearty appetites and sit in social groups discussing the foods they enjoy and are good for them.

Children have effective opportunities to take part in exercise and energetic movement. Each week a 'Pro-sport' instructor joins the children to demonstrate a variety of games that children enthusiastically take part in to develop their physical skills. Children learn about the effect that exercise has on their bodies as they cooperatively take part in warm up activities or join in karate lessons to keep fit.

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

The manager of the setting has an appropriate understanding of the requirements of the revised framework for the Early Years Foundation Stage. Children's learning, safety and enjoyment is soundly supported by the recently reviewed policies and procedures. All the essential documentation is systematically organised with written information about the children securely stored in a locked cabinet. Staff are suitably aware of their roles and responsibilities with regard to protecting children in their care. They have recently completed safeguarding training through online courses so they know who to contact if they have concerns about the welfare of the children. There are clear recruitment and induction procedures. All staff complete the relevant background checks through the Criminal Records Bureau to ensure that they are suitable to work with children.

Thorough risk assessments are carried out to ensure that children are safe in the premises and on outings. The premises is kept securely locked, with an efficient alarm on the entrance door to prevent children leaving the building unnoticed. There are reliable arrangements to take and collect children from their primary schools each day. Children follow sensible road safety procedures and wear high visibility jackets so that they can easily be seen.

The manager continually monitors the staff during each session to ensure that children are suitably supported in their activities. The staff team are starting to access training courses and they work with the local authority advisor to make improvements. The manager is receptive about comments made during the inspection and is quick to act on issues that can be attended to immediately. The setting has mainly addressed the actions and recommendations from the last inspection. The appropriate staffing ratios are now met and there are at least two adults on duty when children are present. There is always at least one person who holds a paediatric first aid certificate on the premises or on outings to supervise children. The staff now give a greater priority to identifying children's next steps in learning in the development journals. The manager has started to gather the views of parents and children as part of the evaluation process. However, the setting has

not carried out a rigorous self-evaluation to accurately assess the quality of the practice and provision. Consequently, action plans do not yet offer challenging targets for improving children's learning, development and well-being.

Children benefit from the very friendly partnership with parents. Relevant information about how the setting operates is provided through newsletters and the website. Important documentation such as insurance and registration certificates are openly displayed for parents to view. Parents are keen to express how happy they are with the care provided. They say they are impressed by the range of activities and appreciate how well the staff manage their children's individual needs. The partnerships with local schools are still developing. The staff are on friendly terms with the schools and obtain some information about school routines and events to help keep parents updated. However, the staff have not yet fully established links with early years teachers to enable them to support children's learning and complement the education they receive at school.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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>	EY430207
<b>Local authority</b>	Essex
<b>Inspection number</b>	894387
<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>	27
<b>Name of provider</b>	Cherie Danielle Lal-Kissoon
<b>Date of previous inspection</b>	25/07/2012
<b>Telephone number</b>	01268820282

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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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