

Playclub Unlimited

St. Josephs RC Infant & Nursery School, Higginson Road, STOCKPORT, Cheshire, SK5 6BG

Inspection date	29/01/2013
Previous inspection date	12/04/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 management team are effective in evaluating their practices and procedures. They take on board staff, parents and children's views and work towards realistic targets for improvement to benefit the children.
- Staff establish positive links with other settings the children attend to complement and support children's learning and identified needs.
- Children enjoy positive relationships with staff and each other. They are happy, safe and comfortable in the spacious environment.
- Staff offer children a wide choice of healthy snacks, which contributes to their health and well-being.

It is not yet good because

- Some staff are still developing their knowledge and understanding of how to support children's learning. As a result, some experiences are not sufficiently challenging for children.
- Children have fewer opportunities to practise their self-care skills at snack time, to help develop their independence.
- Some of the play materials to support children's imagination and understanding of technology are not regularly checked, to ensure they are in good working order.

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 school hall and completed a tour of the areas used by the children.
- The inspector held discussions with the managers/registered persons, staff and interacted with the children.
- The inspector looked at children's observation books, children's planning records, evidence of staff suitability and other relevant documents.
- The inspector took into account of the views of parents and children spoken to on the day.

Inspector

Sue Birkenhead

Full Report

Information about the setting

Playclub Unlimited was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within St Joseph's RC school in the Stockport area of Cheshire, and is privately owned and managed. Children are cared for in the school hall and have access to the school grounds for outdoor play. The out of

school club serves children who attend the school and surrounding schools and is accessible to all children. The club supports children with special educational needs and/or disabilities.

The out of school club operates Monday to Friday, all year round from 7.45am to 8.45am and 3.15pm to 6pm, during term time and 8am to 5.30pm during school holidays. The out of school club employs nine members of child care staff including the managers/owners. Of these, eight hold appropriate early years qualifications at level 2 or 3. Children attend for a variety of sessions. There are currently 52 children on roll, of whom 22 are in the early year's age group.

What the setting needs to do to improve further

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

- provide challenging experiences for children in all areas of learning and development by developing knowledge and understanding of the revised Early Years Foundation Stage Framework, using relevant guidance, such as, Development Matters in the Early Years Foundation Stage to help ensure experiences are fully matched to children's needs.

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

- extend opportunities for children to develop their self-care skills by enabling them to pour their own drinks and serve their own food at snack time
- consider the provision of resources that promotes children's imagination and understanding of technology to ensure they are well-maintained and in good working order.

Inspection judgements

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

Staff interact appropriately with the children, entering into conversations about their chosen activity. They consult children when planning activities and provide resources that interest them. This means children enjoy a sufficient balance of adult-led and child-initiated opportunities. Practice to support children's individual learning needs is generally sound. However, some staff are still developing their knowledge and understanding of the revised Early Years Foundation Stage, which means practice is variable across the team. Consequently, children are not consistently challenged in their play and learning.

Managers currently take the lead in completing observations of the children, therefore, not all staff are fully involved in contributing to children's learning. Children's development records identify their next steps and show that children are beginning to make sufficient progress relative to their starting points. Parents' can view and contribute to these records and share any observations from home.

Children say they like coming to the club and confidently explain what they like to do. They enjoy some interesting activities to support their creative development, such as creating unique designs as they decorate ceramic tiles using various media. Staff encourage a culture of recycling with the children and often use recycled materials in their creative activities. Children demonstrate their understanding of number, for instance when they play board games and count the number of dots on the dice. They competently label their own work and proudly sound out the letters that make up their name, therefore demonstrating their literacy skills.

Children learn about the natural world when they visit the school's growing area and plant their own vegetables in pots. They have opportunities to take turns using interactive resources, which promote their understanding of technology. However, when playing 'shop', children soon lose interest when they realise the battery-operated cash register is not working. Snack time is a social occasion, where children chat together and talk about things that interest them. This supports their language, communication and social skills. Children enjoy playing board games and building models using construction sets, which encourages their problem-solving skills. They have opportunities to draw and use stencils to recreate shapes and patterns, and they skilfully use the scissors when cutting out.

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

Children form positive and friendly relationships with all staff, who share the role of the key person between them. This works appropriately and assists children in making a smooth transition to the club. Children turn to staff for help and support when required and staff show interest in their welfare. This enables children to feel confident to express their views, such as when contributing to the club rules. Staff set out a range of various resources prior to the children's arrival and follow the planning to promote children's enjoyment. As a result, children are happy following familiar aspects of the routine before engaging in activities of their choice.

Children regularly use the school grounds for outdoor play, where they can access the 'astro turf' area to play group games or negotiate the adventure play apparatus. This contributes to their physical development. They manage their own personal hygiene when they wash their hands before snack and young children confidently recall how this contributes to their well-being. Children eat a range of fresh fruits for their snack, therefore promoting their understanding of a healthy lifestyle. However, children have few opportunities to develop their self-care skills because staff pour their drinks and serve the food.

Children make friends, play well in smaller groups and older children are caring towards younger children, as they show them what to do during board games. Children develop a

positive awareness of safety because staff make them aware of hazards and the consequences of their actions. In addition, they wear high visibility jackets when walking to and from school and regularly practise emergency evacuation procedures. Staff manage children's behaviour effectively using appropriate techniques. They praise children for their efforts and issue stickers as a reward for their achievements. Consequently, children are well-behaved and play cooperatively.

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

Children are appropriately safeguarded because staff attend relevant training and demonstrate a sound understanding of the symptoms of abuse and the procedures for reporting concerns. Managers also organise a staff quiz to reinforce their understanding of practice. Relevant recruitment and vetting procedures ensure the suitability of all staff and students. Regular staff appraisals, effective performance management and a commitment to ongoing training contribute to successful team work.

Actions from the last inspection have been fully addressed. Self-evaluation is effective and includes parents' views, assessing performance and evaluating activities through staff meetings. Managers value visits from the early year's advisor to further inform practice and changes are made as a result of their suggestions. For example, children no longer play out in the dark and storage of children's belongings is more organised. Managers and staff work together well to establish realistic targets for improvements and recognise some aspects for future development, such as further developing staff's understanding of the Early Years Foundation Stage learning and development requirements.

Positive relationships are developed with parents and information is shared about the club's policies and procedures. Parents' have opportunities to contribute to their child's learning and share details about their likes and dislikes. Parents take time to share information at the end of the day and messages from school are relayed to them. Several parents spoken to express complimentary comments about the care and activities children receive. They say children are more confident since attending and confirm how children like the various activities on offer. Staff establish positive links with the nursery and school settings children attend. They exchange information about their learning and attend meetings involving outside agencies. This supports children's identified needs and complements their learning in the club.

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
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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	EY435148
Local authority	Stockport
Inspection number	796821

Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	52
Name of provider	Julie Longman & Danielle Kelshaw
Date of previous inspection	12/04/2012
Telephone number	01614325689

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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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