

# Stay 'n' Play

Shaw Cross Infant & Nursery School, Leeds Road, DEWSBURY, West Yorkshire, WF12 7HP

## Inspection date

Previous inspection date

04/02/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Nutritious and diverse homemade meals support children's good health.
- Adults are enthusiastic and encourage children to participate in a balanced range of activities. As a result, children are keen, motivated and make good progress in their learning and development.
- The committed and confident staff team work effectively to safeguard and promote children's health, safety and well-being.
- Partnerships with the school and parents make a strong contribution to providing continuity and consistency of care for all children and their families.

### It is not yet outstanding because

- The outdoor provision is not fully utilised because staff do not always encourage children to play outside. As a result, children are not consistently learning why physical exercise is important in maintaining good health.
- The organisation of meal times does not provide children with opportunities to pour their own drinks or serve their own food, meaning children have fewer opportunities to develop their independence skills.

## 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 compulsory part 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 playroom used for childcare.
- The inspector observed all relevant documentation provided.
- The inspector spoke with the manager and staff at regular intervals throughout the inspection and made observations of the children present.

## Inspector

Hayley Gardiner

## Full Report

### Information about the setting

Stay 'n' Play was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and situated in The Shaw Cross Junior and Infant School in the residential area of Dewsbury. The after school club serves the local area and is accessible to all children. It operates from one room and there is a fully enclosed area available for outdoor play.

The setting employs three permanent members of childcare staff. Of these, all hold appropriate early years qualifications. The club opens Monday to Friday, during term time only. Sessions are from 3pm until 6pm. There are currently 24 children attending, five of whom are in 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:

- encourage children to regularly access the outdoor area to further their understanding of how exercise contributes to good health
- extend opportunities for children to develop independence and take more responsibility for small tasks, for example, by serving their own food and pouring their own drinks.

## Inspection judgements

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

Children receive their main teaching in school and staff plan a good range of activities to complement their school day. They gather information about the children's backgrounds, starting points and needs through 'All about me' forms. This ensures that they can provide quality care as soon as children start at the setting. Children choose from a good selection of indoor and outdoor resources and equipment throughout the session, enjoying a balance of free-play and some adult-led activities. However, there is scope to encourage children to access the outdoor area more regularly so they benefit from physical exercise in the fresh air.

Children are keen and enthused to learn. Staff have a good understanding of the Early Years Foundation Stage and how children develop. As a result, the setting is well organised into areas of continuous provision linked to the seven areas of learning and children are provided with various well-planned focused activities. There is a strong emphasis on helping children to gain skills within the prime areas of learning. For example, children communicate well, share, listen to others and resolve conflicts as they become more confident. Older children are very good role models and help younger children in their play. For example, they show and explain how to form letters which make up their name. The club has a good selection of books which are displayed attractively. The book area also enables children who have had a busy day at school to rest on the comfy cushions with their friends; children also have access to the television where they can choose from a range of appropriate films to watch. Children are encouraged to be independent as they choose where they want to play and select their own activities. However, children are not given opportunities to pour their own drinks or serve their own food, resulting in children having fewer opportunities to develop their independence skills at meal times. Problem-solving tasks are provided to develop children's critical thinking

skills. Children are taught the rules of board games and encouraged to take turns appropriately, resulting in children developing new skills for the future. They enjoy playing in the home corner, using their imaginations as they 'cook dinner'. Staff members keep all parents well informed about their child's day and their achievements at the setting, spending time talking to them individually at the end of the session.

Systems have been put in place to observe, assess and plan for children's individual development. Staff carry out regular observations and assessment of children in their play, which means the next steps in each child's learning and development are effectively identified. Children's continuity of learning is promoted because staff work closely with the school to plan activities that extend children's experiences.

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

Children are forming strong attachments with the staff and their peers. Staff are warm, calm, approachable and caring. They thoroughly enjoy their time working and supporting the children. As a result, children are happy, well cared for and have developed a strong sense of belonging. Children's behaviour is very good as they know the expectations and boundaries. Any minor disagreements are dealt with efficiently. Children move around the setting with care, being able to seek out quieter spaces when noisier games are going on. All children can access and find toys easily and choose those they want. Equipment is presented in an assortment of ways including on table tops within the rooms. Staff consult with the children about any resources they would like to take out of the cupboard that may not be in sight.

Staff promote children's good health appropriately overall, although outdoor play opportunities are not fully maximised to help children learn the importance of physical exercise as part of a healthy lifestyle. Children are familiar with the effective self-care routines; the attentive staff encourage children's awareness of the need for hand-washing to promote good health. They benefit from freshly prepared hot home-cooked meals at tea time, with a healthy pudding afterwards. They enjoy the social interaction at meal times, chatting together with staff and each other about their day and past experiences from their home life. Strong partnerships are developed with children's parents and the school to help the club support children's transitions between the different settings.

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

The management team and staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good understanding of the procedures to follow if they have concerns about a child's welfare. In addition, there are clear written policies and procedures to support practice. This helps to ensure that staff are fully aware of child protection issues and children's welfare is fully supported. As a result, staff effectively support children's well-being, safety and welfare.

All of the required policies, records and procedures are skilfully implemented, fostering an inclusive and safe environment for all children. The manager monitors the educational

programmes to ensure a broad range of experiences are provided to support children's progress. She evaluates practices and future plans, concentrating on improving outcomes for children. For example, she identified a need to improve the children's and parents' contributions within the improvement process. Therefore, she has introduced books for them to complete; this will result in the setting fully understanding and supporting parents and children over time. They have a good awareness of their strengths, such as encouraging children's confidence and providing them with a strong sense of belonging to the club.

Children benefit greatly from the close working partnerships and open communication between the staff and parents. All parents are welcomed into the setting and given opportunities to talk to the staff members at any time. Parents are able to make written contributions to their children's records at any time and they receive information about their children's progress to involve them fully in their children's learning. There are established strong links with the school. There is regular contact between the staff and the teacher to moderate assessments of children; this ensures they have continuity of care, play and learning.

### The Childcare Register

The requirements for the compulsory 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

<b>Unique reference number</b>	EY446540
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	810829
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Stay 'N' Play Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07842564040

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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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Piccadilly Gate  
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