

# City Kids Playcentre

30 Union Road, Cambridge, Cambridgeshire, CB2 1HE

## Inspection date

26/02/2013

Previous inspection date

27/01/2011

## 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

- The club has positive partnerships with parents, which helps to ensure that children are settled and have their needs appropriately met.
- Children benefit from healthy and varied snacks, which they choose and prepare for themselves. This promotes their good health and independence well.
- Children's interest in arts and crafts is supported well because there is a broad range of stimulating resources readily available.

### It is not yet good because

- Risk assessments do not specifically take into account staff deployment in the outdoor area, so adults entering through the unlocked gate cannot be properly monitored. This means that children's safety is not consistently assured.
- There is scope to extend the use of the outdoor areas for exploration and investigation, such as, den building, digging, chalking, singing and dancing, especially for younger and less sport-orientated children.
- Children do not have everyday access to books to fully promote literacy and a love of stories. Also, there is no quiet and comfortable area for them to sit and read or share books with others.

## 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 spoke with children and staff during the inspection.
- The inspector talked to parents and looked at the parent questionnaires.
- Documentation, such as, registration forms, accident records and policies and procedures, was checked.
- The inspector observed children at play indoors and outside throughout the inspection.

## Inspector

Veronica Sharpe

## Full Report

### Information about the setting

City Kids Playcentre opened in 1995 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a voluntary committee made up of parents whose children attend the out of school club. The club operates from the parish hall, adjacent to St Alban's Roman Catholic Primary School in the city of Cambridge, Cambridgeshire. Children have access to the school's outdoor play areas.

The club is open five days a week during school term times from 7.30am to 9am and from 3.15pm to 6pm. There are currently 61 children on roll, who attend for a variety of sessions. The club supports a number of children, who have English as an additional language. There are six members of staff. Of these, four hold childcare qualifications at level 3. One member of staff is working towards a playwork qualification at level 3.

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

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

- extend risk assessments specifically to include agreed procedures for preventing unauthorised people entering the outdoor play areas.

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

- create a quiet and comfortable area where children can look at and handle books independently and enjoy an increasing range, including some with different scripts and languages
- extend use of the outdoor area to enhance children's opportunities to explore and experiment using a wide variety of open-ended resources and stimulating activities.

### **Inspection judgements**

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

Children are made welcome by friendly staff and settle quickly to their activities. The club offers children a relaxed unstructured environment where they have the freedom to explore their own interests. Their independence is fostered well because most toys and resources are suitably organised to keep children happily occupied. There is a particularly good range of art and craft materials, which enables children to explore different colours and textures and be creative. Staff talk to children as they play and join in their games, such as matching cards or helping with a stacking block puzzle. Because these activities are fun, they promote children's interest in mathematics well. Staff encourage children's language development appropriately as they take part in two-way positive conversations and guide their learning. Children, who have English as an additional language have acceptable opportunities to use and hear their home languages as they talk together or listen to songs. Staff work with parents to find out about key words and phrases, so that they can support their needs. Activities are planned that help children to share their differences, for example, they learn about festivals from other cultures and beliefs. As a

result, they show a satisfactory understanding of our multicultural world.

Children's writing skills are developed well because staff show good role models. For example, they write and draw alongside the children to demonstrate purposeful writing. A reasonable range of readily accessible pencils, markers and crayons encourages children to practise their mark-making skills and enhances their ability to be ready for the challenges of school life. Children clearly enjoy playing with electronic toys and games, such as keyboards, which adequately promotes their understanding of the world and prepares them for future learning experiences. Books are not made available to the children on a daily basis and there is no quiet and comfortable area for them to relax to look at books or share them with friends. The club has a reasonable supply, but keeps them in the cupboard, so that children have to ask if they want access to them. Consequently, opportunities for children to develop their love of reading and literature are not maximised.

Staff gather initial information from parents, so that there is an understanding of children's starting points and their interests at home. Children are encouraged to express their own ideas for future activities. This aids staff in their planning and supports children's individual learning needs. Younger children have their own learning journal where their activities and experiences are recorded. Staff use this information to ensure that children make suitable progress and provide summaries of their learning for parents and others involved in their care. There is an emerging partnership with the school that enables the club to offer children consistent learning experiences.

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

Children are sociable and friendly and have developed secure attachments with staff. They play comfortably together and have developed firm friendships across the age groups. Consequently, their behaviour is generally good. Staff offer new parents opportunities to visit the setting and help their child to settle in. Younger children have a key person allocated to them, who works with the family to develop a sound knowledge of their individual routines and preferences. This helps to ensure that their individual needs are suitably met. Good links with the school ensures values, such as good manners, are consistent, so that children know what to expect. As a result, children make a confident transition from school into the club.

Most aspects of children's safety are considered and staff are conscientious about ensuring that accurate records are kept of children's attendance. The arrival of parents and carers is monitored appropriately and there are suitable procedures if other adults collect children. Staff talk to children about safety procedures, so that they comply with essential health and safety routines and encourage them to keep themselves safe. For example, children practise the fire drill at regular intervals and there are clear rules about the safe use of equipment, such as scissors. However, the school playground is not fully secure because a gate is left open for adults to access the school. Although, this is unavoidable, risk assessments do not fully take account of the deployment of staff, so that the open gate can be monitored and any unknown visitors challenged. Consequently, children's safety is not consistently assured when playing outside.

Children benefit from nourishing and enticing snacks that they choose and prepare for themselves. They enthusiastically select wraps, bagels or toast and add cold meats, cheeses and fresh salad ingredients. Bowls of fresh fruit are available throughout the session, so that children can refresh themselves independently. Cooking activities help children to extend their understanding of healthy lifestyles. Staff encourage good hygiene habits and children show that they understand the importance of regular hand washing. Active outdoor play stimulates children's good health and promotes their physical development reasonably well. There is plenty of space for running and older children, in particular, enjoy energetic football games, which supports their physical coordination and large muscle development. However, for younger or less sports-orientated children, there is scope to improve the range of stimulating and interesting activities available outside on a daily basis.

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

Sound policies and procedures ensure that most aspects of the Statutory Framework for the Early Years Foundation Stage are suitably met. Appropriate procedures for the recruitment of staff help to ensure that adults are suitable and there are sound induction procedures. Consequently, staff show an adequate understanding of their roles and responsibilities. Senior staff have a clear understanding of safeguarding procedures and all staff are currently booked to refresh their knowledge and understanding. This helps to ensure children's safety and welfare. The manager has recently instigated regular meetings with staff, so that they can discuss any issues or concerns and develop good team work. The management committee offer regular appraisals and support staff training. This has led to a steady increase in qualified staff since the last inspection to positively benefit children's care and learning.

The manager and her team show a satisfactory awareness of the club's strengths and weaknesses. Although, formal evaluation has not been implemented as yet, there is a clear move towards increasing the quality of the provision. For example, the new snack table enables children to make their own choices and promote healthy lifestyles independently. New training for staff includes first aid and food hygiene to increase their ability to ensure children's well-being.

Parents praise the staff and say their children enjoy coming to the club. They find staff to be warm and welcoming when they arrive to pick their children up. Parents have access to their children's folders. They say staff ask them about children's interests and experiences at home. This enables them to contribute to their children's learning in the club. All parents receive copies of the policies and procedures, so that they have an understanding of the provision. Recent questionnaires have found that parents are very positive about the range of activities. Any suggestions and ideas, which they made, have been incorporated into the self-evaluation process, for example, staff are hoping to add occasional outings and movie nights to the activities offered. These positive partnerships help to support children and promote their learning sufficiently well. Partnerships with the school are generally open and friendly. The manager meets with the head teacher to

discuss any issues and concerns. Teachers tell staff if additional support is needed in any particular area of learning, so that they can support children's achievements and ensure consistency of learning.

### 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>	221713
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	818201
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	45
<b>Number of children on roll</b>	61
<b>Name of provider</b>	City Kids Playcentre
<b>Date of previous inspection</b>	27/01/2011
<b>Telephone number</b>	07545 899 258

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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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