

Play Place at Seal After School Club

Seal C of E Primary School, Zambra Way, Seal, SEVENOAKS, Kent, TN15 0DJ

Inspection date	30/04/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 and settled due to positive relationships with staff and others.
- The outdoor facilities provide challenging experiences to develop children's physical skills.
- Children gain independence and confidence as staff encourage them to make choices and do things for themselves.
- Before and after physical play, staff encourage children to have sufficient drinks.

It is not yet good because

- Although staff know children, a named key person is not assigned to each child.
- The staff do not have a comprehensive awareness of each child's learning needs, enabling them to plan challenging experiences to help children progress.
- The staff have not fully established effective partnerships with others to enable them to fully support individual children in their learning progress.
- The staff do not systematically evaluate their practices, to enable them to clearly identify key areas for development in order to improve outcomes for children further.
- There are few resources that help children learn to value people's differences.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 play room and outside.
- The inspector talked to staff and children.
- The inspector sampled some records and documentation.
- The inspector checked evidence of safeguarding practices and staff recruitment and suitability.

Inspector

Sue Taylor

Full Report

Information about the setting

Play Place at Seal After School Club registered in 2012. It operates from two mobile classrooms in the grounds of Seal Church of England Primary School in Seal, Kent. The club may also have planned use of the main school hall and the information and communication technology (ICT) suite. Children have access to all of the school grounds and have a designated secure outside area. The club is open Monday, Tuesday, Thursday and Friday from 3.15pm to 6pm, term time only.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll and of these, six are in the early years age range.

There are two members of staff and both hold appropriate National Vocational Qualifications 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:

- ensure each child is assigned a named key person who helps ensure every child's learning and care is tailored to meet their individual needs, offers a settled relationship for the child and builds a relationship with their parents
- develop a greater awareness of the learning needs, interests, knowledge and skills of each child and use this information to plan challenging experiences that support children in developing further.

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

- improve partnership working with parents and others, to gain a comprehensive understanding of each child's individual learning needs to fully support their progress
- improve the process for self-evaluation, including gaining the views of parents and children, to ensure areas for development are clearly focused on improving outcomes for children
- improve the range of resources and activities that positively reflect diversity to support children's awareness of the wider world and respect for differences.

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

The club provides a satisfactory range of activities for children that help support their development across the areas of learning. Overall, staff get to know children's interests and gain some information about their knowledge and skills. However, they do not routinely record these details. As a result, with recent staff changes, not all staff are aware of what children can do so they can effectively support them in developing further. There are some written observations that record achievements but they do not necessarily link to any future planning to help children progress. The staff establish positive relationships with the school and parents. However, arrangements for information sharing do not routinely focus on detail about children's knowledge, skills and learning. Therefore, the staff do not always know if a child needs support in a particular area of learning. The planning takes account of children's interests and ideas, alongside adult-planned activities. However, it may not plan for challenging experiences to support children's learning needs, as this detail is not always available. If requested, staff support children's homework, such as hearing them read but this is not usually set for the early years children.

Children are very aware of the routines at the club. As a result, they are relaxed and settle well. They are confident to communicate with unfamiliar staff. The conversations with staff support children's ongoing language development and they enjoy jokes together. Children regularly use the school grounds during a session. The challenging play equipment enables children to improve their physical skills. They have great fun as they play basketball with staff or practise their balancing and coordination skills. Playing board games helps support their numeracy skills and social development as they take turns. Children are using suitable skills and abilities that they need for future learning.

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

Children are comfortable at the club and know some staff well. Following recent staff changes, the children do not have a named key person to ensure that their care and learning meets their individual needs. This breaches a safeguarding and welfare requirement of the Early Years Foundation Stage framework.

The staff help promote children's growing independence as they make choices about their play, help prepare tea and get their own drinks. Children listen well and respond positively to staff requests. Children play well together and enjoy their time at the club. They particularly like playing outside. This supports their learning about healthy lifestyles, including the benefits of exercise and play in the fresh air. The staff promote this by encouraging them to have regular drinks and asking them about suitable clothing to wear for the weather. The snack tea is prepared on site by the staff and children are keen to help. They enjoy a varied menu, with which they have some input. The meal is healthy and fresh fruit is always available.

Children are familiar with the premises as they are in the grounds of the school where they attend. The resources are easily available for children, although some are in a second room that is not regularly used, but is open. Children make choices about their play, such as deciding if they want to play games or do some art work. The range of resources covers all areas of learning. However, there are very few that positively reflect diversity to support a growing respect for differences. Children are, at times, able to use the school facilities, such as the technology suite. The staff supervise children well to help keep them safe and explain this to children. Children take part in fire evacuation drills so they are aware of what to do in an emergency. This is helpful as the process differs from the one they have in school.

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

The safeguarding and welfare requirements are met reasonably well, with the exception that children do not have a named key person. This means that no one person has an in-

depth knowledge of each child, ensuring their needs are fully met and their continued learning is promoted well. The staff carry out daily risk assessment checks to help them keep children safe. There is detailed guidance in place about child protection and safeguarding, ensuring the policy and procedures meet the local authority guidelines. The designated person for safeguarding has recently changed and a suitable level of training is being organised. Evidence of the staff team's appropriate checks to demonstrate suitability is available but not well organised or stored for easy access. A suitable recruitment process is in place to help ensure staff suitability. Staff receive support for their professional development through supervision, appraisals and training opportunities.

The staff are beginning to evaluate the club and their own practices. They demonstrate a keenness to develop and have a satisfactory capacity to improve. Staff have begun to consider and create development plans to improve children's learning outcomes. Plans include providing a growing area for children to extend their awareness of the natural world. However, the present process of evaluation is not strong. It does not effectively include the views of parents and children in the evaluation of strengths and weaknesses. Partnerships with parents and others are in place. However, they are not encouraged to make a focused contribution to enable staff to consistently balance children's learning experiences with those they receive at school.

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 action. 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	EY454098
Local authority	Kent
Inspection number	889361
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	8
Name of provider	Play Place Childcare Services Limited
Date of previous inspection	not applicable
Telephone number	07966966090

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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, which are usually the childminder's 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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