

Playhouse Out of School Club

Tameside Primary School, Price Road, WEDNESBURY, West Midlands, WS10 0EZ

Inspection date

09/05/2013

Previous inspection date

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

- Staff have good teaching skills and understanding of the Early Years Foundation Stage. Consequently, children make good progress towards the early learning goals given their starting points.
- Children feel safe and secure and enjoy their time in a friendly and stimulating environment. They are interested and keen learners who display the characteristics of effective learning.
- Children are well-behaved and form positive relationships with adults and peers. They have a good awareness of right and wrong, responding positively to guidance from staff. Children are encouraged and praised and their efforts are acknowledged appropriately.

It is not yet outstanding because

- Opportunities for children to advance their literacy and mathematics skills have not been fully embraced. This includes not providing sufficient materials for children to see symbols and marks in the scripts of other cultures or not developing their understanding in respect of describing and comparing shapes, measurements and distances.

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 two playrooms.
- The inspector held a meeting with the manager of the provision.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Jasvinder Kaur

Full Report

Information about the setting

Playhouse Out of School Club opened in 2012 and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club is owned by a private company. It is sited in Tameside Primary School in Wednesbury. The Club operates from two classrooms within the school and has full use of the outdoor play areas. The club serves a number of schools within the local area.

There are currently 36 children on roll. The club also offers care to older children. It is open each weekday during school term time, from 3.10pm to 5.45pm. A play scheme operates each weekday during the main school holidays, from 8am to 6pm. The club supports a number of children who speak English as an additional language.

The club employs nine members of childcare staff. Of these, seven members of staff hold appropriate qualifications at level 3 in early years and one member of staff holds a level 2 qualification in early years. The club receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's literacy skills by providing materials which reflect a cultural spread, so that they see symbols and signs which they are familiar with
- increase opportunities to further support children's thinking in respect of describing and comparing shapes, measures and distances.

Inspection judgements

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

Staff working with children are appropriately qualified and have a commitment to accessing ongoing training. Planning of activities and staff skills in teaching ensure children are provided with a range of varied play opportunities to help them make good progress in their learning and development. The planning caters for the needs of individuals and their next steps in learning to ensure that each child receives challenging experiences towards the early learning goals. Staff have good observation skills for assessing effectively the progress children make. A successful settling-in policy and the key person system ensure that new children soon become familiar with the provision and

feel safe. On entry, parents contribute to initial assessments of their children's starting points and are kept well-informed about their children's achievements and development through regular feedback.

Staff use good skills of teaching, including asking open-ended questions and encouraging children to try new activities, which stimulate them to be active learners and pay close attention. Consequently, children's learning and competence in communication are well-supported. Staff help and encourage the children effectively to recognise the letters of their names, linking sounds to letters and naming and sounding the letters of the alphabet. Children talk freely with peers, staff and visitors. Staff take a positive part in activities and during play encourage children in the use of language to share their experiences and thoughts. Good opportunities are provided for all children to make marks, to write for different purposes and to use their phonic knowledge for linking sounds and letters. Any children who are bilingual are fully included and valued by staff. However, there are limited materials, such as, books, signs and symbols from their cultures to fully develop their literacy skills.

Staff provide a range of sensory experiences, including natural materials and water and sand play, to encourage children's talents. Children clearly enjoy making face-masks, using their imaginations and drawing their own or staff faces. A selection of resources and good opportunities are provided for children to familiarise themselves with information and communication technology. Staff organise themed activities to promote awareness of the world they live in and encourage children to take part in associated artwork for displays and to celebrate different festivals. Children generally develop understanding of numbers through daily routines, such as, counting how many skips they can do or how many soldiers are in a castle. However, opportunities are limited for them to describe and compare shapes, measurements and distances to enhance their mathematical skills.

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

Children show an interest in the activities available and relate well to their peers and staff, who support and encourage them to develop confidence. They receive positive interaction from the staff, who spend time talking to and playing with them. The key person system supports engagement with all parents and helps children to develop a sense of trust in staff. Through successful partnership with parents, staff are able to meet children's learning and welfare needs. They provide appropriate support to prepare children for transition to school through talking with them, reading relevant stories and liaising with staff at the school.

Children behave well, demonstrating an understanding of the set boundaries and expectations within the setting. Staff encourage them to express their views and make choices. Children show confidence in choosing their favourite toys and activities. They take a pride in their achievements, showing peers and staff when they have written their names on art work. This contributes to their self-esteem and well-being. Children who are shy about taking part in large groups for activities are supported well by staff. All children learn to keep themselves safe through practical daily routines and staff guidance. They are

taught to be safety conscious without being fearful. They are reminded of the setting's rules, which highlight safety, and take part in regular fire drills.

Children's physical development is fostered by staff emphasising the importance of outdoor play and indoor physical activities. A wide range of physical play equipment promotes children's manipulation and motor skills. They show increasing control in holding objects, handling equipment and using tools to make marks. Children are encouraged to learn the importance of basic personal hygiene and wash their hands before they eat and after using the toilet. Staff invite professionals to the setting who explain to children about germs and show them how to wash their hands and brush their teeth. Staff help children learn to be independent and encourage them to manage their own personal needs. Children make healthy choices and enjoy fresh fruits and drinks at snack time in a sociable and relaxed atmosphere. Their special dietary needs are met appropriately.

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

The manager has implemented a robust system to monitor and evaluate her practice. The staff demonstrate secure knowledge and understanding of the current requirements of the Early Years Foundation Stage framework. Through regular supervision, staff receive continuing support from the manager and attend a range of relevant training courses to enhance the quality of care and education. This also helps to tackle underperformance effectively. The evaluation of the setting includes listening carefully to the views of children, parents and staff and ongoing support from the local authority. The active involvement of parents is encouraged through questionnaires to elicit parental views and preferences. With the assistance of staff, children also take part in evaluation through completing questionnaires.

Staff have a clear understanding of safeguarding children in relation to child protection issues. They receive regular training on safeguarding and are aware of their responsibility to report any concerns to the Local Safeguarding Children's Board. Relevant policies and procedures are updated in line with current requirements for safeguarding children. Thorough recruitment procedures are in place to ensure that children are cared for by staff who have completed the required checks. Detailed risk assessments confirm that staff carry out regular safety checks around the premises to eliminate hazards. The security of the premises throughout is well-maintained.

The effective partnership with school staff involved in delivering the Early Years Foundation Stage promotes the continuity of children's learning and well-being. Parents are encouraged to be involved in their children's learning through joining-in topic themes and to forward their views on planned activities. Children's achievements and progress are discussed on a regular basis. Parents speak highly of the service, describing the environment as 'stimulating' and 'lovely' and the staff as 'friendly' and 'helpful'. In addition, they say there is plenty to do and children love to attend.

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	EY442805
Local authority	Sandwell
Inspection number	882543
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	36
Name of provider	Playhouse Afterschool
Date of previous inspection	not applicable
Telephone number	01215560340

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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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