

# Playworks Out of School Club

Shafton Community Hall, High Street, Shafton, BARNSELY, South Yorkshire, S72 8NH

## Inspection date

22/04/2013

Previous inspection date

21/06/2012

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 provide a relaxed and welcoming environment where children can play with their friends, be active or simply relax at the end of day. As a result, children's progress in their personal, social and emotional development is particularly good.
- Children are safeguarded and their well-being is promoted because there are effective policies in place that ensures they are cared for in a safe well-managed club.
- The effective implementation of the key person approach supports relationships with children and their families. Strong partnerships with parents ensure children's needs are known and effectively met.
- Children are happy and settled and show enthusiasm as they confidently join in activities in small groups. They are equally happy to play independently with their favourite resources.

### It is not yet outstanding because

- The methods used for tracking children's development do not yet show how quickly they are making progress.
- Children are unable to see photographs of previous special events, outings and activities they have previously taken part in.

## **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 spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector looked at planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form.
- The inspector looked at observations and development files regarding children in the early years age group.
- The inspector watched children playing indoors and outdoors and the staffs' interactions with them.
- The inspector took account of the views of some of the parents as they collected their children.

## **Inspector**

Catherine Mather

## Full Report

### Information about the setting

The Playworks Out of School Club was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the community hall in the Shafton area of Barnsley. The club serves the local area and is accessible to all children. It operates from the community hall and there is an enclosed area available for outdoor play.

The club employs three members of childcare staff. They hold appropriate early years qualifications at level 3. The club opens Monday to Friday all year round. Sessions are from 7.30am to 8.45am and 3.40pm until 6pm. Children attend for a variety of sessions. There are currently 51 children on roll and six of these are in the early years age group. The club supports children with special educational needs and/or disabilities.

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

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

- enhance the system for tracking in order to more effectively monitor children's development in all areas of learning so that any gaps are quickly identified
- consider further ways of preserving memories of special events, outings and favourite activities by, for example, using photographs to make an album which children can independently access.

## Inspection judgements

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

Each day, staff set out the room with activities that support all areas of learning in preparation for children's arrival. As a result, children quickly engage in activities that interest and stimulate them. They are given opportunities to be a 'monitor' of the different areas and play spaces in the club. They take turns to wear a 'monitors' badge and understand their roles and responsibilities. Planning is a particular strength of the club and the children routinely participate in the process. They have the opportunity to add their own ideas for activities and games and they also plan menus for the following week. This effectively promotes their feeling of belonging and ownership of the club.

The manager takes responsibility for the meeting the needs of the children in the early years age group. She ensures that both the children and families are aware of the

member of staff who is their child's designated key person. The younger children have a development folder that includes an 'All about me' document. This gives staff a good understanding of their likes, dislikes, current interests and needs. Parents receive information about how children are settling in, so they are confident their children are coping at the club after a full day in school.

Staff plan exciting events throughout the year that ignite children's interests, developing their understanding of the world. However, there is scope to improve children's access to photographs of their visits and favourite activities. This means they can see and talk about what they did. Children's learning and play needs are met to a good standard and staff interact with children extremely well. The staff fully engage in all aspects of children's play and they know when to stand back and allow children autonomy in their play. For example, children make constructions with large wooden blocks, they are given time to initiate discussions and have conversations with each other. Children are encouraged to be creative, and to share their ideas and include other children in the activities. The older children help the younger ones and show them how connect small plastic bricks. These collaborative tasks mean that children learn from each other and respect each other's differences. The club provides children with experiences and opportunities, which promotes their social skills and develops their understanding of the wider world.

Children's development files include photographs and observational comments, identifying children's next steps and how staff will support this. However, currently the rate of children's progress is not identified to monitor the progress they make over time, in order to quickly identify any gaps that may occur. The key person approach is effective in developing strong partnerships with parents. They contribute to initial assessments of their children's starting points and readily share information about the activities and learning at home. Daily verbal exchanges takes place on collection and this means that parents are well informed about their child's activities and their successes are celebrated.

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

Children quickly form strong bonds and attachments with staff at the club. This is because the key person gets to know the families well and gain a secure understanding of children's individual care needs. The club provides a warm and welcoming environment and children are happy to see staff as they discuss their day at school. Children transfer smoothly between the local schools and the club. This is because good arrangements are in place for their safe and coordinated arrival and collection at the beginning and end of each day.

Children demonstrate their feeling of security by confidently selecting their own activities and mixing with a wide age range of friends. As a consequence, children are learning to respect and tolerate each other's differences. They are extremely well involved in decision making processes, these include group agreements. For example, children discuss the 'Group Agreement Tree', which is displayed on the wall; the leaves represent individual children and acknowledge their positive, helpful and kind behaviour. Children are able to write their own achievements on the leaves and consequently, literacy is effectively supported as children write for different purposes. They behave well and understand the

behaviour rules at the club. For example, they are reminded about using 'kind hands' when sharing and are praised for positive behaviour.

A fire evacuation procedure is practised each term and a record maintained, so that staff are confident that children know how to leave the building quickly and safely in an emergency. Staff ensure that children have opportunities to play outside as much as possible. This means that children develop an understanding of the importance of physical exercise and healthy lifestyles. A well-balanced range of snacks and light meals, such as wraps and scrambled eggs on toast are provided. Drinks are freely available at all times and children help themselves which promotes their independence. Children sit together sociably for their snacks and meals and they are fully involved in planning menus for the week ahead.

There are effective partnerships between the club and teachers at the different schools, which children attend. This means that children are well supported during transitions both within the school and to other settings.

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

Safeguarding procedures are robust and are guided by well-informed policies and procedures, which all staff know and understand. This means that everyone is aware of their legal and professional roles and responsibilities. Staff know how to identify and report concerns that they may have about a child in their care. They work well together as a team and ratios are maintained to ensure children are supervised. Staff check all areas to be used by children before they arrive, and risk assessments are carried out to help to identify and minimise any hazards that may pose a risk. This inspection was carried out as a result of a previous concern relating to suitability checks of drivers used to transport children, from other schools to the club. The manager has now tightened procedures and rigorous systems are now in place to ensure children's safety when travelling to the club.

Leadership and management is good because the manager shows a strong commitment to improving the out of school club. She demonstrates enthusiasm for her role and this in turn has a very positive effect on other members of staff. Staff demonstrate a secure understanding of the educational programmes. They plan effectively for children's learning, taking into account children's individual age and stage of development. As a result, children enjoy a varied and interesting programme of activities, which supports their continuing progress.

Children's progress is regularly shared with parents, in written assessments and they contribute to their children's development files. Partnerships with other providers are very effective. This is because information is shared about children's welfare and learning. Monitoring of activities in relation to the seven areas of learning is good and ensures that children are experiencing complementary experiences to those in school. Any gaps in learning, which teachers have identified are worked with in a consistent manner by the club. For example, they provide activities that encourage children to count by threading beads.

The self-evaluation captures the views of all concerned with the out of school club. Areas for improvement are clearly identified and form the basis of action plans to support children's achievements over time. Partnerships with parents are very good and parents offer positive feedback about how supportive and welcoming staff are. Partnerships with the school are extremely good and the manager has established very good working relationships with the reception class teachers. This is especially beneficial to ensure there is a coordinated approach to meeting children's individual needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY439396
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	914206
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	35
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Heather Linda Wall
<b>Date of previous inspection</b>	21/06/2012
<b>Telephone number</b>	07999 000 829

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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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