

Prime Time Kids Club

Wareham Lady St. Mary C of E First School, Streche Road, WAREHAM, Dorset, BH20 4PG

Inspection date

01/10/2013

Previous inspection date

07/09/2011

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

- Children are happy and settled. They make friends and play enthusiastically with one another.
- The club is organised well and children benefit from the qualified and experienced team of staff who run it.
- Staff get to know children well and effectively plan and organise activities that they enjoy.
- There are plenty of toys and resources for children to choose from, indoors and outdoors.

It is not yet outstanding because

- Staff do not always encourage to children to take responsibility for keeping play areas safe.
- Some parents are not fully aware of the club's policies and procedures and where to find them should they wish to.

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 indoors and outdoors.
- The inspector spoke with parents, management, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's learning journals, planning documentation and a selection of policies and procedures and children's records.
- The inspector reviewed self-evaluation documents.

Inspector

Marilyn Joy

Full Report

Information about the setting

Prime Time Kids Club registered in 2011 and operates from their own building within the grounds of Lady St. Mary Primary School, in the centre of Wareham. The club is run by a company and provides out of school and holiday care. The club is open Monday to Friday, term time from 7.30am to 8.45am and 3pm to 6pm. During the school holidays, sessions run from 7.30am to 6pm each weekday. There are currently 136 children on roll of whom 13 are in the early years age range. The club caters for children up to the age of 12 years and offers spaces to nursery and school-age children from other local schools. Children use the playground for outdoor play. There are six staff who work with the children; of these the manager has an early years qualification at level five; three members of staff have qualifications at level 3 and two hold an early years qualification at level 2. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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 take more responsibility for caring for their environment and keeping it safe by, for example, helping them to understand the importance of putting resources away when they have finished with them
- develop further the arrangements for sharing information with parents about the setting's policies and procedures.

Inspection judgements

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

Children enjoy a good variety of activities. Staff get to know children well and plan activities that they know they will enjoy. Staff accommodate children's different interests well so they have time and space to be creative, play noisily outside or sit quietly and chat to their friends. Staff find out from parents what children enjoy, which helps with settling when they first attend or arrive from school. Staff liaise with parents and other professionals in order to provide appropriate support for children with special educational needs and/or disabilities. This helps them adapt activities and manage their care.

Staff plan craft activities each day as well as having a range of materials that children can help themselves to. Children use different paint techniques, experiment with colours and

print their own designs. They are pleased with their creations and proudly show staff. The praise and encouragement they receive boosts children's confidence and self-esteem. Staff encourage children to listen to instructions so they can make their own salt dough. Children make models and paint them when they are cooked.

Staff promote children's communication skills successfully through relaxed conversations. Staff talk to children about what they are doing and offer ideas to extend their play. Children enthusiastically paint the play boat outside with water so that the member of staff can sprinkle it with magic dust. Children talk excitedly about what they are doing and imagine what will happen next. Play continues because staff effectively extend it. Children set out the dolls houses on the floor and develop their own storylines as they play with the figures and arrange the furniture. Staff notice when children are playing on their own and check they are happy. Children often like staff to join in and become involved in their play. Staff do this well. They support without taking over. Children thoroughly enjoy their time at the club. They have fun and are reluctant to end their games when it is time to go home.

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

Children arrive enthusiastically from school. They are eager to play and speak with their friends. Staff provide a healthy snack and drink soon after children arrive in order to boost their energy levels until they go home. Children's independence is encouraged as they choose what they want and add their own toppings to muffins and pour their drinks. Children know the routines and follow good hygiene routines because they are well established. For example, they wash their hands before they eat and tidy their plates away after they have finished. Staff remind children what is available to play with and the planned craft activity. Children are then free to choose what they want to do. This supports their personal, social and emotional skills well. Children gain confidence in playing cooperatively with children of different ages. Staff place resources on open shelving units for children to see what is available and select toys for themselves. There is a wide range available to suit different ages and support their all round development. Resources are clean, well maintained and of good quality.

Children receive good support from staff. They join in their play and offer suggestions when children are not sure what to do. Younger children have their own key person who makes sure they are settled and comfortable in their surroundings. This also helps ensure their individual health, welfare and learning needs are consistently and successfully met. Children benefit from a calm and supportive atmosphere where they are listened to and encouraged. Staff help new children understand what is expected of them when they first attend and make sure they are happy in their play. Consequently, children quickly settle.

Children behave well. Overall, they follow simple rules for staying safe and playing with others. Staff involve children in setting behaviour rules and consistently implement these. Older children know there is a time limit for using the computer and use the clock to check when they should change over. Children enjoy imaginative play in the role-play area and setting out the dolls houses and figures on the carpet. However, children leave the toys on

the floor when they have finished with them. Staff want to allow children the opportunity to return them later but it also means the floor becomes cluttered with minor trip hazards. Consequently, children do not learn to take responsibility for their environment by keeping it tidy and helping to prevent minor trip accidents. Generally, children have good opportunities to learn about keeping themselves safe because staff help children to understand about using equipment safely. For example, when some children are playing with the skipping rope, staff remind others that they need to allow them enough space to play safely. Children have good opportunities to develop and practise their physical skills when using the wooden play equipment outdoors.

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

Prime Time Kids Club is well organised. Management have a thorough understanding of the Statutory Framework for the Early Years Foundation Stage and their responsibilities to implement it. They ensure the smooth operation of the club because staff understand their roles and responsibilities and what is expected of them. The club successfully complements children's learning experiences at school. It provides them with a friendly and secure environment where they can play with their friends. They can be active or energetic depending on how they feel. Staff meet children's individual care, learning and development needs well.

Children's welfare is safeguarded because policies are effective and procedures implemented well. Management use effective recruitment and employment procedures to ensure the suitability of staff and support their professional development. Overall, staff and management place a high priority on keeping children safe and secure. Management and staff fully understand their responsibilities and follow appropriate procedures when children have an accident. Staff have up-to-date first aid training and first aid supplies are easily accessible. Staff review risk assessments following an accident; inform the relevant authorities, including Ofsted, if required and make adjustments to improve their safety procedures further. Consequently, staff make sure they are vigilant in supervising children to help them stay safe. Staff follow clear procedures if children are ill or become unwell during the session. This helps prevent the spread of infection and ensure children receive the care and comfort they need. Staff get to know children well which helps them recognise when children are not behaving or responding as they usually do. They liaise closely with parents at these times. Staff have a clear understanding of child protection issues. They have attended training and know what to do if they have concerns about a child in their care.

Management and staff develop very positive relationships with parents. They are available to talk to parents daily and share any information they receive from their child's school or nursery. In addition, each child has a communication diary, which the parents, school or nursery may use to exchange information with the club. Staff develop effective partnerships with parents and other professionals to help them respond to children's needs. The club has their own website with comprehensive information about how they operate. This includes the club's policies and procedures, which are also available in the

entrance hall. Important information is given to parents, such as relating to safeguarding and child protection. However, some parents are unsure of the full range of policies and what they cover, in case they need to refer to them. Overall, parents are extremely satisfied with the care their children receive. They comment on how much their children like attending and how settled they are.

Management and staff are keen to maintain good quality care for children. They respond positively to feedback from parents and regularly reflect on children's experiences and staff practice. This helps them identify areas for further development and achieve continuous improvement. For example, following feedback from parents they realised that conducting discussions in the main playroom is not confidential. This prompted staff to change their practice and make sure they use the office instead. Staff sought advice from the local authority when they moved to their new building and, as a result, made improvements to their arrangements for planning activities for children. Children benefit from the enthusiasm and commitment of the dedicated team of staff.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY425576
Local authority	Dorset
Inspection number	934228
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	24
Number of children on roll	136
Name of provider	Prime Time Kids Club
Date of previous inspection	07/09/2011
Telephone number	07715 103 021

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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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