

The Play Stop

St Oswalds Primary School, Chapel Lane, PRESTON, PR4 5EB

Inspection date	10/12/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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

- The staff are secure in their understanding of how children learn. They provide a range of positive activities that enhance and support the children's learning experiences. This results in children making good progress, given their starting points.
- The manager and staff are keen to develop the service provided. They act on advice and staff attend training to enhance their knowledge and strengthen practice for the benefit of all children.
- Children are very well safeguarded. This is because staff have a thorough knowledge and understanding of how to protect children and ensure the premises are safe.
- Staff have good partnerships with parents and teachers in the host school, ensuring effective support and continuity of care for children.

It is not yet outstanding because

- The process of staff supervision is not fully developed to ensure there is a precise and strong focus on the continuous improvement of teaching and the enrichment of children's learning.
- There is room to enhance children's awareness and recognition of numbers, counting and numerals through fun and exciting games and activities and through daily experiences.

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 within the main hall and the outdoor play area.
The inspector met with the manager and discussed a range of subjects, checked
- evidence of staff's suitability, safeguarding procedures and children's learning journals.
- The inspector carried out a joint observation with the manager and talked with staff.
- The inspector talked with children and with parents and looked at written comments from parents.

Inspector

Jeanette Brookfield

Full report

Information about the setting

The Play Stop opened in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned. It is situated in St Oswalds Catholic Primary School in Longton, near Preston. The club serves the children of the school. The club is open Monday to Friday, term time only, from 3.15pm until 5.30pm. Children attend for a variety of sessions. The children are cared for within the main hall and have access to the school library and two classrooms. The school playground is available for outdoor play.

There are currently 11 children in the early years age range. The club employs five members of staff who work directly with the children, three of whom have an appropriate early years qualification. 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:

- review and extend arrangements for constantly developing staff practice, so that there is a continuous focus on the honing of teaching and the enrichment of children's experiences
- utilise opportunities to increase children's awareness, use and recognition of numbers, counting and numerals, through the fun games and activities offered and naturally through daily experiences, to enhance their numerical skills and understanding.

Inspection judgements

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

The manager and staff have a sound understanding of the Early Years Foundation Stage. They ensure activities, experiences and resources, both indoors and outside, cover all seven areas of learning to meet the needs of all children. Staff provide free choices in what activities the children take part in, to enable them to develop their play and support their varying interests effectively. This results in, valuing children's opinions and ideas as they are encouraged to say what they do or do not like, such as, adding their comments in the children's 'daily diary'. Staff observe children to assess what their interests are and use this to plan how they will extend their skills to progress further. All information is put into the children's individual learning files, which include photographs of them happily engaged in their various activities. Children's progress is shared by the reception teacher, so club

staff have a good understanding of children's learning and development when they join the after school club. Staff encourage children to 'have a go' and develop new skills rather than stepping in and taking over. This approach means that the children gain self-confidence and are developing the characteristics of effective learning, which complement the main provision in school. As a result, children are making good progress from their starting points and any shortfall in their learning and development is reduced.

Children's creativity and ideas are encouraged well through a good range of craft and creative resources. Children have fun making Christmas stars using recycled wallpaper and glittery items, which they proudly show off to visitors and their peers. This results in their contributions being positively encouraged and valued. The use of different construction resources and the introduction of multiple piece jigsaws offer different challenges for the children to problem solve and create with. However, there is potential to improve the use of opportunities to reinforce and promote children's awareness and recognition of numbers, counting and numerals in fun and exciting ways and through daily experiences. Children's independence skills and abilities are well promoted, for example, they freely choose their play experiences and self-select resources. Children are confident communicators and happily engage staff and others in conversations. Children enjoy the freedom to go outside during the session and be active. The space provides great opportunities for the children to play different games, such as, races and chasing games. They are able to access the outdoors all year as the playground has security lights and staff provide torches children can use that add to their enjoyment. Inside, children use pens and scissors or construction toys. Therefore, children have plenty of opportunities to develop large and small muscle skills. Some children make up stories using small world toys and play together with the doll's house. Consequently, children have plenty of opportunities to express their own thoughts and ideas. The good support provided for the children fully enhances their growing independence in what they do. As a result, children make good progress as they move forward in their learning.

Staff work very well with parents as children start the club. The sharing of information through the 'all about me' form provides good knowledge of the children's needs and interests. This assists the staff to know children's starting points and to use this as part of their early assessment of the children. Communication with parents is very good, with daily chats providing a two-way flow of information about children, backed up with regular newsletters and a parents' notice board. All this enables parents to be kept well informed about their child's time at the club.

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

There is a good key person system in place in which staff take special responsibility for certain children. This system helps children form secure attachments. Information is gathered about children's personal preferences and requirements before they start to attend to support the settling-in process and help staff get to know children well. Children learn about the wider world through discussions and activities. They celebrate various cultural and religious festivals, such as, Diwali and Christmas and access resources reflecting positive images of diversity. Children develop excellent relationships with staff

and each other and help with tidying away toys and resources, demonstrating a sense of responsibility. Staff liaise with school staff to ensure the transition between the club and school is successful. The children contribute to the club rules, which enable them to take levels of responsibility to manage their own behaviour. They are respectful and show concern for each other as the younger and older children play well together. Consequently, children's behaviour is good.

Children have access to a good range of resources and equipment that engage and support their varied interests very well, both inside and outside. This is further supported by the staff who enable children to contribute their ideas in what the club provides so that the learning is enhanced. Children are developing a good understanding of the importance of staying healthy and safe. They enjoy a good range of physical exercise, both indoors and outside. This supports them in staying fit and in understanding the part that regular exercise plays in helping to keep them healthy. A range of healthy snacks are provided and include fruit and sandwiches, with drinks freely available at all times. Children help themselves to fruit and water and sit together sociably for their snacks. Children's independence skills are well promoted and they are becoming very confident and competent. For example, they competently manage their personal needs, such as, hand washing and toileting or putting on their own coats.

Staff engage well with parents and share the children's learning experiences with them. Parents are asked to complete an 'all about me' booklet with their child, providing information about their preferences, interests and abilities. Parents value the setting as they know their children are not only safe and well cared for but that they have additional opportunities to socialise and make new friends. The partnership with the school enables staff to have a holistic view of children's all round development and therefore, implement any suitable strategies, such as, involving other professionals if children have special educational needs and/or disabilities. This means that children's transitions into the setting are effectively supported.

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

Staff demonstrate a good knowledge of the Statutory framework for the Early Years Foundation Stage. As a result, staff have a thorough knowledge of their responsibilities to safeguard children and a clear knowledge of the procedures to follow if they have any safeguarding concerns, including who to contact. All staff have attended safeguarding training and Disclosure and Barring Service checks have been undertaken. Robust recruitment procedures are in place to ensure staff suitability. There is a thorough induction process and new or volunteer staff are well supported by the manager. Regular staff meetings are held to discuss practice and support for children and the small staff team talk informally at the start and end of each session to review their plans for children. The safeguarding policy reflects current guidelines and provides clear procedures if staff have a concern about a child or a member of staff. The club's other records, policies and procedures are detailed and shared with staff and parents. The risk assessments cover all areas children have access to and these are reviewed and any changes recorded. The

premises are secure and emergency evacuation routines are regularly practised to ensure they are effective and that children are familiar with the process.

The manager has a good understanding of her responsibilities in meeting the welfare and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Self-evaluation and monitoring of the effectiveness of the provision are used well to identify strengths and weaknesses and have resulted in strong relationships being formed and maintained with the school. The staff work closely with the local authority development worker and use the guidance provided to improve the provision for the children. The manager takes positive steps to manage staff performance and identify training needs and staff access training to extend their qualifications. The supervision and observation of staff's practice is in place, but is not sufficiently formalised to support staff to discuss individual children's learning and development and the enrichment of children's learning experiences.

Relationships with parents are a strength. Staff ensure that all children's care and welfare needs are known and well planned for. They take time to talk with parents each day as they collect their children and formally gather their views through questionnaires. Any issues raised are acted upon immediately and parents are informed of the resulting outcome. Comments received from parents on the day of the inspection are very positive. They are very happy with the care and attention their children receive. They are impressed with the variety of activities and resources offered and state that their children love attending. The staff within the after school club have also developed good partnerships with the school's reception class teacher, so that both staff at the club and school are kept fully informed about children progress and achievements and can work together to help children develop further.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY467645
Local authority	Lancashire
Inspection number	926576
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	85
Name of provider	Janine Marieve Sandwell
Date of previous inspection	not applicable
Telephone number	07415483970

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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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