

Sankey Playstation

Barrow Hall Community Primary School, Barrow Hall Lane, Great Sankey, WARRINGTON, WA5 3AA

Inspection date

11/12/2013

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

- The setting provides a warm and welcoming environment where children are valued and treated with respect. Therefore, children feel safe and settle well.
- Staff skilfully use a range of teaching techniques to promote children's learning and development. As a result, children make good progress.
- Children's behaviour is good and their independence is encouraged effectively.
- Staff work closely with parents and school staff to ensure children are well supported and learning is complemented.

It is not yet outstanding because

- There is scope to extend the way that staff performance is assessed and evaluated, to give even more feedback to staff so that they can build on their already good knowledge and skills to provide exceptional learning experiences for children.

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 the children and staff in the two playrooms.
- The inspector spoke to parents and took written views of parents into account.
- The inspector held a meeting with the management team.
- The inspector examined documents including staff qualifications, policies and procedures, planning and assessment files.
- The inspector carried out a joint observation with the manager.

Inspector

Anne Parker

Full report

Information about the setting

Sankey Playstation was registered originally in 2008 and was registered to its current owner in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of 15 clubs owned and managed by the Woolston Wasps Link Club Limited, and operates from Barrow Hall Community Primary School in the Great Sankey area of Warrington, Merseyside. Children have access to a mobile classroom unit with two rooms and to the junior hall annex and the school grounds for outdoor play.

The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and two are working towards level 3. The company also employs an operational manager to support the manager and staff.

There are currently 55 children on roll, 15 of whom are in the early years age range. The club opens Monday to Friday all year round. Sessions are from 7.30am to 9am and from 3.30pm to 6pm each weekday during term time, and from 8am to 6pm during school holidays. The club is a member of the Out of School Alliance and Pre-school Learning Alliance. It 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 the performance management of staff, for example, by utilising individual supervision sessions to include feedback from peer observations, to further help children gain the highest levels of achievement in all that they do.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They frequently observe children and talk to them and their parents to assess children's abilities and interests. This information is used to plan interesting and challenging activities for children which complement the school's foundation stage planning. Staff provide a wide range of play equipment and allow children to make independent choices. They use a range of teaching techniques to support children's learning. For example, staff model language, use open-ended questions and explore ideas with children. While playing 'snap' with large playing cards, staff ask children about the numbers and symbols, encourage turn taking, explain the rules of the game and join in enthusiastically. As a result, children learn social skills and number recognition. Staff deal the cards and children call out the number of cards they have. Therefore, children are encouraged to count in everyday play. As a result, children are continuing to

learn the skills they need to be active learners at school. Children demonstrate their enjoyment by choosing to continue playing with the cards for some time.

Staff listen to and talk to children during play and snacks, and frequently ask their opinions about the activities provided. This means staff can re-shape or change activities to ensure children's participation and enjoyment. Children are therefore supported to become actively involved in the planning of the setting.

The setting has good links with parents and other family members. Staff gather information from parents about each child and use this to carefully plan appropriate activities as they start at the setting. The key person system effectively supports parents, including those who may be more reluctant, to be involved in their child's learning and development. Parents know who their key person is and who they can speak to about any concerns they may have. Children's progress files are shared with parents frequently, sometimes at the request of children, who are keen to show their parents what they have achieved.

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

The setting is welcoming and staff have a friendly and caring approach. Children are valued and respected. Staff know the children well and show genuine interest as they chat to them about their school day or events that have happened at home. For example, staff ask children about their Christmas party at school earlier in the day and about the carol service they attended. This approach supports children's well-being and, as a result, children settle quickly. Children behave exceptionally well as there are clear boundaries and staff use positive approaches to managing children.

The key person system is effective in ensuring children form secure attachments, both with staff and with other children. Parents and children who are initially anxious about attending the setting are very quickly put at ease by the friendly staff. Relevant information is shared between school, home and the setting to ensure the smooth transitions of children between the different places.

The setting is safe and well planned. A range of activities are provided which allow children to make their own choices about what they play with. Children manage their own self-care needs, such as visiting the bathroom and washing their hands. They are also given choices at snack time and are supported appropriately to pour their own drinks. Staff know the children well enough to offer appropriate levels of support, and this encourages them to be independent. Healthy lifestyles are actively promoted at the setting. Children have recently been involved in devising a new healthy menu of snacks. Staff used this activity as an opportunity to explore with the children the difference between foods and how they affect their bodies. Children are given access to outdoor play where they can take part in a range of physical activities and have opportunities to learn about managing risk sensibly.

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

The manager and provider has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and how to implement them within the setting. There are a good range of policies and procedures in place, which help staff keep children safe, for example, the safeguarding policy and a mobile phone policy. These are well understood by staff and shared with parents when they first start and are available to view at any time. There are secure arrangements for recruiting staff, which include appropriate checks being carried out and a full induction taking place. The induction process covers a wide range of topics, with particular emphasis being placed on the safety and well-being of children. The setting is a safe environment because staff are vigilant and careful about ensuring they do not allow anyone in who they are not expecting, and risk assessments are carried out frequently. There are sufficient staff available who are first aid trained. Accidents are recorded and monitored to help identify any emerging issues that may need addressing. Therefore, children are kept safe at the setting.

There are suitable arrangements in place to monitor the effectiveness of the educational programme. Staff are supported in their delivery of the teaching and learning requirements of the Early Years Foundation Stage through weekly meetings where they are able to discuss any issues they may have concerning children's development. However, there is scope to extend the already good practice with regard to staff performance, through making use of individual supervision sessions to offer feedback from peer observations, to improve teaching even further, so that children's level of attainment rises even higher. Self-evaluation involves staff and managers, and taking information from parental questionnaires. The operations manager also carries out frequent audits of the club. An action plan is then put into place and implemented in order to identify areas for development and drive the club forwards.

The setting works closely with the school whose premises they operate from. They liaise to ensure their planning is complementary and information regarding individual children's learning and development is shared so that appropriate support can be given and consistency promoted.

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	EY463150
Local authority	Warrington
Inspection number	925295
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	0
Name of provider	Woolston Wasps Link Club Ltd
Date of previous inspection	not applicable
Telephone number	07929225584

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

