

Play Academy

Calverley C of E Primary School, Town Gate, Calverley, Pudsey, West Yorkshire, LS28 5NF

Inspection date

22/05/2014

Previous inspection date

05/10/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and clearly enjoy their time in the out of school club. Staff are considerate to children's individual needs and are good role models. They develop secure, respectful relationships with the children, which helps children to feel confident and promotes their emotional well-being.
- Partnerships between the staff, children and their parents are positive, which ensures a shared approach to children's learning and development. Parents provide positive comments and value the community provision.
- Children are safe in the club's care, as all staff take effective action to ensure the safety of the premises and have a good understanding of safeguarding procedures.

It is not yet good because

- On some occasions, not all children's hours of attendance are correctly recorded. As a result, children's well-being is not always fully supported.
- Assessment information is not consistently used to identify children's next steps in learning. This means that, occasionally, children engage in activities that do not challenge them and meet their individual learning needs.
- Self-evaluation does not consistently take account of the views of children, parents and staff. Consequently, opportunities to further progress the quality of the provision for all children are missed.

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 had a tour of the premises and discussed how the club operates.
- The inspector spoke with staff and children during the inspection and observed children at play.
 - The inspector looked at a sample of children's assessment records, planning documentation, risk assessments, and policies and procedures, including safeguarding.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Amanda Forrest

Full report

Information about the setting

Play Academy was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a barn at Calverley Church of England Primary School in Calverley, Leeds. The club is open Monday to Friday from 8am to 8.50am and 3pm to 5.30pm during term time. There are currently 74 children on roll, 10 of whom are within the early years age group. There are eight members of staff. Of these, three hold appropriate early years qualifications at level 2 and five hold level 3 and above, including the provider who has an early years degree.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that hours of attendance are recorded for all children, on all occasions
- improve assessments by consistently identifying children's next steps in learning, in order to understand their learning and development needs and plan suitably challenging and enjoyable experiences to enable them to make good progress.

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

- improve self-evaluation so that it is rigorous and takes into account the views of parents, children and staff, to clearly identify strengths and areas for improvement.

Inspection judgements

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

The manager and staff have a suitable understanding of the Early Years Foundation Stage. Children who are in the early years age group are allocated a key person. They are responsible for carrying out observations of children within this age range, working with parents and liaising with teaching staff, in order to gain an understanding of children's individual interests and stage of development. However, staff do not always observe children and use this information well enough to identify their next steps in learning. They do not always plan for and engage children in challenging activities which will support them to make good progress. Staff are aware of children's interests and some areas of their learning and development. For example, they plan activities related to role play to further develop a child's interest. They further their mathematical skills by discussing numbers and shape and extending their language by introducing new vocabulary and a storyline.

Resources, such as paper, pens and crayons, are freely accessible to encourage children to further develop their early writing, imaginative and creative skills. Children work well together in groups and support one another as they develop their small physical skills when using scissors and creating elaborate artwork. They happily share and take turns and are able to listen to requests made to them to support them in their task. Staff engage positively with children as they play. They encourage their language and listening skills and complement their learning at school well through fun games. For example, during a construction activity children discuss the concept of addition and subtraction, and comparisons of size and quantity. In addition, children are challenged to solve everyday number problems, such as using mental arithmetic to estimate required numbers. This helps children make connections in their learning and promotes their understanding of the concepts of number.

Staff talk to the parents on a regular basis when they drop off and collect their children. They discuss the activities their children enjoy, and the staff share the progress children in the early years are making with regard to their learning. Very close links with the local school also ensure continuity of care for the children who attend both settings.

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

Staff make suitable arrangements to collect children from the local school. They maintain required ratios in order to provide appropriate levels of supervision. Teaching assistants escort reception children to meet the out of school staff in the classrooms. Staff help children to be safe on the 'walking bus' journey back to the club with clear rules. Older children walk in an orderly manner and younger children hold hands or walk next to staff. Children demonstrate a sound understanding of the boundaries and expectations of behaviour. They help to devise the club rules, so they develop a sense of responsibility. To encourage positive behaviour, staff talk to the children and remind them about what they should and should not do. The key-person system for children in the early years age group is established, which helps young children to feel safe and secure, particularly when they first join the club. This ensures that smooth transitions are appropriately supported. Children are happy when they arrive, they have positive relationships with staff and enjoy their time in the out of school club. Staff are considerate and provide good role models, which helps the children to feel confident and promotes their emotional well-being.

Children are keen to play and choose activities independently. Physical games are popular, which help to develop children's skills and coordination. For example, children access the school playground to practise football and hula hoop skills. Children have free access to a wide selection of activities, including books, board games and construction toys. There is space for the children to relax and rest, if required. This enables children to be quiet or active according to their needs after their day at school, supporting their physical well-being. Children can choose from activities freely, which means they make decisions about where and what they want to play with. Children are becoming aware and responsible for their own safety. They happily tidy away activities to ensure safe floor space and line up sensibly when moving indoors and outdoors. Timely, gentle reminders from staff, such as reminding children not to balance on chairs and not to run inside, further support their understanding of keeping themselves safe. Ongoing risk assessments ensure accidents are

minimised to further promote children's safety.

Staff are aware of children's individual needs, including dietary and medical requirements. They provide snacks of fruit and healthy, light meals, such as cheese and crackers. They enjoy a sociable snack time sitting together with their friends, and some children help to serve food and clear away, which promotes positive self-help skills. Children are independent and competent in their self-care, and so need minimal help from staff. Although display space is limited due to shared use of premises, staff have put up some photographs and a display relating to the Early Years Foundation Stage and the key-person system. This shows activities that the out of school children have been involved in, which is informative for parents and promotes children's self-esteem.

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

The provider shows a satisfactory understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Safeguarding policies and procedures are in place, which includes the procedure to be followed in the event of an allegation being made against a member of staff. Policies and procedures also include guidance and ways to inform the Local Safeguarding Children Board and Ofsted, which the provider and all staff fully understand. Consequently, all staff show a clear understanding of what they would do should they have a concern about a child in their care, or a member of staff. In addition, safeguarding procedures are discussed as part of staff induction and supervision, which ensure they know how to keep children safe from harm. Risk assessments and daily visual checks are used well to help ensure that the club is safe for children who attend. Fire drills are recorded and carried out regularly to promote children's safety. Medication and accident records are thoroughly maintained to promote children's well-being and keep them protected. Efficient recruitment procedures are in place and the provider ensures that all staff are vetted by the Disclosure and Barring Service to ensure they are suitable to work with children. However, daily registers of children looked after on the premises and their hours of attendance are not always correctly fully completed. This is a breach of the requirements of the Early Years Foundation Stage and both parts of the Childcare Register.

The provider has a satisfactory understanding of her role in meeting the learning and development requirements, including the extent to which she monitors the planning and delivery of the educational programmes. However, planning and assessment are not rigorously monitored to ensure they are precise and consistent. Consequently, children's abilities, skills and progress are not accurately assessed. Induction procedures make sure staff understand how the club operates, and staff understand important policies and procedures. This helps ensure that a suitable team, who are aware of their roles and responsibilities, cares for children. Self-evaluation is being developed and identifies some strengths and weaknesses. However, this lacks rigour and fails to routinely take into account the views of staff, parents and children to promote even higher levels of achievement for all children. Annual appraisals are in place, where objectives are set to improve individual practice.

Partnerships with parents and outside agencies are good, which helps staff to meet children's individual needs and ensures continuity of care. Parents comment that 'The club is brilliant' and 'The range of activities that the children undertake is great'. Good links have been made with the local school, and the provider uses transition documents to provide teachers with an overview of children's learning and development. This effectively contributes to promoting consistency in children's care and learning, to ensure that children's needs are met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

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	EY330557
Local authority	Leeds
Inspection number	878092
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	74
Name of provider	Beverley Ann Bruce
Date of previous inspection	05/10/2009
Telephone number	0113 214 6101

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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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