

# Playstation-4kidz

Basildon Disabled Sports & Social Club, Swan Mead Centre, Church Road, BASILDON, Essex, SS16 4AG

## Inspection date

01/07/2014

Previous inspection date

06/12/2012

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

## The quality and standards of the early years provision

### This provision is inadequate

- Children's safety is compromised as the lead practitioner for safeguarding has not attended appropriate training to enable her to train other practitioners and support their knowledge with regard to protecting children.
- The registered provider does not ensure that all relevant records and documentation are available on site at all times. There is no evidence available to show that the provision carries public liability insurance.
- Practitioners with specific roles, such as the special educational needs coordinator, have not completed appropriate training to enable them to demonstrate their understanding of their roles and responsibilities.
- Planning is not effectively tailored to ensure that children are provided with stimulating and challenging learning experiences. Toys and resources are not always appropriate for the ages of the children attending and appear tired and worn.
- Managers do not have robust systems for the supervising, monitoring and appraising practitioners in order to support, coach and foster continuous improvement.

### It has the following strengths

- Children are confident within the provision and enjoy participating in a range of planned and freely chosen play.

## 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 in the out of school club facilities.
- The inspector held discussions with the registered provider, who is also the manager, practitioners and children at appropriate times during the inspection.
- The inspector held a joint discussion and observation with the registered provider, to observe and discuss the range of activities available.
- The inspector looked at all relevant documentation relating to the suitability checks and qualifications of practitioners.
- The inspector reviewed records relating to children's information, accident and medication records, written policies, risk assessments, the daily attendance register, and a selection of other documentation.
- The inspector took account of the views of parents spoken to during the inspection and through written feedback comments contained in the registered provider's files.

## Inspector

Lynn Hughes

## Full report

### Information about the setting

Playstation-4kidz was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community building in Basildon, Essex, and is one of two settings run by the same private owner. It operates from two adjoining halls and children have supervised access to the adjacent park for outdoor play. The setting employs six members of childcare staff, four of whom hold appropriate early years qualifications at level 3. It opens Monday to Friday all year round. Sessions are from 7am until 9am and 3.30pm until 7pm during school term times, and from 7am until 7pm during school holidays. Children attend for a variety of sessions. There are currently 40 children on roll, one of whom is in the early years age group.

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

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

- ensure the designated person has attended appropriate child protection training and is able to train all practitioners to understand the safeguarding policy and procedures
- ensure all practitioners with specific roles, such as the special educational needs coordinator, have the appropriate qualifications, skills and knowledge to understand their roles and responsibilities
- ensure public liability insurance is in place and evidence of this is available for inspection at all times
- consider the individual needs, interests and stages of development of each child when planning activities and resources, to ensure that children receive challenging and enjoyable experiences which will help them to make effective progress in their learning
- put in place appropriate arrangements for the supervision of practitioners, which fosters a culture of mutual support, teamwork and continuous improvement
- carry out regular practitioner appraisals to identify any training needs and secure opportunities for continued professional development
- ensure required records are easily accessible and available at all times.

## Inspection judgements

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

Overall, children enjoy their time at the out of school club. They move confidently around the premises, accessing the resources available to them. However, some resources appear tired and worn or are not all complete, which impacts negatively on children's ability to use these effectively as part of their play and learning. In addition, while planning includes a broad range of adult-led and child-initiated experiences, some activities provided lack challenge and are not stimulating for all children because they do not take account of each child's individual needs, interests or stages of development. As a result, children are not able to achieve as much as they can or make the most of their time spent in the setting.

Some aspects of practice are sound. Practitioners generally support children's play by sitting with them and talking about what they are doing. For example, children making a football World Cup poster as part of a competition being run by the club are provided with paints, collage materials, glue and other equipment to enable them to achieve their goal. Key persons observe the children in their groups and record their observations in the computer software programme currently being used by the provision. This provides a forum for parents to log into the system and to keep abreast of their children's progress and the range of activities they are participating in. Children freely access board games and small world resources. They use these to develop their understanding of turn taking and sharing. Children converse confidently, sharing discussions with their friends and with the adults caring for them. Team games enable those children wishing to participate with opportunities to develop physical skills, such as ball control and kicking. They return to the out of school room excited and chatting in a competitive manner about which team won the game and who played well. Practitioners help children to complete homework and listen to them read their school reading book. They endeavour to promote children's language skills by entering into discussions and engaging in conversations with them.

Children are able to express themselves creatively when they access creative play materials and resources. They draw pictures and tell the adults confidently about what they are drawing. Practitioners use the local area on a daily basis to enhance children's learning experiences. They use the local fields to explore nature and wildlife.

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

Children are generally settled and comfortable in the out of school club environment. They enter the setting with confidence and know where to place their belongings for easy retrieval at collection time. Children form close and caring relationships with the adults, especially their key person. Children understand the club's rules and boundaries and follow the practitioners' instructions. For example, they line up carefully to go outside and know that they have to stay together until they reach the section of adjacent field being used for group games. However, the weaknesses identified in the management of staff appraisals, training and expert knowledge, particularly in relation to safeguarding, have a negative impact on children's overall welfare and well-being.

Children play in a community building, which offers them a good amount of clear floor space. There is no enclosed outdoor area, but the surrounding and adjacent sports fields are used to provide children with daily outdoor play facilities. Practitioners generally use these areas to provide group games and planned activities. Children are able to rest on a cosy sofa, where they can read, chat to their friends or just sit quietly. The club has a range of resources available to children, some of which are age appropriate. However, much of the equipment appears tired and worn, and missing pieces prevent children from making best use of the resources during their play.

Children have some opportunities to develop self-care skills and to learn about taking risks. For example, they independently access the toilets and hand washing facilities and have some opportunities to guide their own play. Children enjoy a healthy snack, as well as a more substantial meal during the after school club. They are encouraged to make healthy choices over their meals and to develop knowledge of foods which are good for them through discussions with practitioners. Children remain well hydrated as they have access to fresh drinking water throughout the session.

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

This inspection was brought forward following concerns raised with Ofsted that the provision was operating with practitioners who had not been vetted and did not hold appropriate qualifications. Evidence was seen during the inspection to confirm that all practitioners have been appropriately vetted. Proof of the checks used to assess practitioners' suitability is available for inspection. Practitioners also meet the minimum requirements for qualifications as detailed in the Early Years Foundation Stage. However, there are some weaknesses within the provision with regard to the skills and training of practitioners who hold specific roles. For example, the designated person for safeguarding children and the special educational needs coordinator have not completed appropriate training. This has an impact on the way in which these people are able to effectively fulfil their roles and demonstrate that they have sufficient knowledge to ensure children's safety and well-being. Some practitioners have completed basic safeguarding training and demonstrate an understanding of the action they would take if they had concerns about a child in their care. The registered provider's recruitment procedures ensure that relevant suitability questions and checks are carried out on all new practitioners, prior to their offer of employment. Daily safety checks of the premises are carried out to maintain the safety of the environment. However, the registered provider does not ensure that all relevant records and documentation is available on site at all times, including proof that the provision carries public liability insurance.

Practitioners demonstrate some knowledge of how children learn and use this to plan a range of activities for children. However, the planning is too broad and adult-led, rarely focusing on individual children's learning needs. The range of activities provided also lack challenge for older children. The registered provider has some systems in place for monitoring the educational programme and the planning and assessment procedures. However, these are not rigorous enough to ensure that activities are well matched to the

learning needs of all children. The registered provider has not yet implemented systems to enable her to supervise and appraise practitioners on a regular basis. This has an impact on the way in which the registered provider is able to guide and support practitioners' professional development and foster a culture of continuous improvement. New practitioners follow a clear induction programme, which helps to inform them of the out of school's club policies and procedures. The registered provider has some very basic systems in place for reviewing and evaluating the provision, however, these are not robust enough to identify the club's strengths and weaknesses.

Parents are provided with clear written information about the club. They are kept informed of their children's day through verbal discussions and through the use of a computer software program, which enables them to log into pages specifically about their children. Parents spoken to at the time of the inspection compliment the practitioners on being approachable, committed and caring. Practitioners have some systems in place for sharing information with provisions where children spend the majority of their time, to complement the learning that takes place in other areas of children's lives.

### 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:

- ensure the registered person is covered by insurance in respect of liability which may be incurred for death, injury, public liability, damage or other loss (compulsory part of the Childcare Register).
- ensure the registered person is covered by insurance in respect of liability which may be incurred for death, injury, public liability, damage or other loss (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

<b>Unique reference number</b>	EY430207
<b>Local authority</b>	Essex
<b>Inspection number</b>	980196
<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>	24
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Cherie Danielle Lal-Kissoo
<b>Date of previous inspection</b>	06/12/2012
<b>Telephone number</b>	01268820282

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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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