

Playtime Kids Club Ltd

Arden Primary School, Osborne Street, Bredbury, STOCKPORT, Cheshire, SK6 2EX

Inspection date

29/08/2014

Previous inspection date

02/03/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Staff plan a wide range of challenging activities, which supports children to make good progress in their learning and development.
- Children are supported effectively in the acquisition of communication and language skills and in their personal, social and emotional development.
- Staff are good role models and deployed effectively. Key persons know children well and develop secure attachments. All staff have high expectations of children and consequently children behave well.
- The manager ensures the safeguarding and welfare; and learning and development requirements of the Early Years Foundation Stage are met. The leadership is effective and good reflective practice promotes systematic improvement over time.
- Partnerships with parents and external agencies are well established, leading to effective interventions and support that enhance learning and development.

It is not yet outstanding because

- There are fewer activities outside to support children to be active and understand the benefits of exercise and fresh air.

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 different rooms of the club and the outside area.
- The inspector conducted joint observations with the manager.
- The inspector looked at the children's assessment records and planning documents.
- The inspector checked the suitability of staff in the setting.
- The inspector spoke to parents on the day.
- The inspector held a meeting with manager and deputy manager of the provision.
- The inspector reviewed self-evaluation documents and policies.
- The inspector held discussions with the majority of staff.

Inspector

Gary Kirkley

Full report

Information about the setting

Playtime Kids Club was registered in 2008 and then owned by the present proprietor since 2009. It is privately owned and operates from Arden Primary School in the Bredbury area of Stockport. The club has a base room and the use of the school hall and toilet facilities. The school playground is used for physical and outdoor play activities. The setting is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. There are currently 85 children on roll, including 20 children within the early years age group. The before and after school facility operates from 7.30am to 9am, and from 3pm to 6pm. This facility is for children from Arden Primary School and other schools in the area. The holiday care provision operates from 7.30am to 6pm. Children do not have to attend Arden Primary School to access the club during school holidays. Five staff work with the children during term time and additional staff are employed for holiday care. Most staff have an appropriate qualification or are working towards one. The club supports children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the range of activities in the outside area, to further support children's understanding of the benefits of physical activity and fresh air.

Inspection judgements

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

All staff have high expectations of all children and act as effective role models. Staff are calm, focused and positive and these attributes are reflected in the children. Children are carefully observed, listened to perceptively and assessed by staff to understand their stage of development. This information is then used effectively to plan group and individual learning and play activities, which provide good challenge for children across all areas of learning. Children really enjoy their time at the club. They take part in spontaneous and well-planned activities, which help them develop key skills for future learning. They are supported in the acquisition of communication and language skills and in their personal, social and emotional development so that children of all ages and abilities make good progress in their learning and development. The quality of teaching and supervision is consistently good. For example, a member of staff works with a group of three children on a game where each person has to guess what object or animal they are. She skilfully supports children to organise questioning, so each child waits their turn. This supports children's listening and attention and develops their vocabulary, encouraging them to think of questions to find out what object or animal they are. During a craft activity, another member of staff talks to children about her own craftwork, encouraging the group to talk about their own creations and so encouraging conversation and social interaction.

A strong key person system promotes learning and supports children to develop their confidence. For example, staff sensitively encourage less confident children to be involved in the activities and join in with other children. Consequently, children develop their confidence in trying out and exploring new activities in the club.

Partnership with parents is effective. Key persons chat to parents on a daily basis and inform them of the activities their children have taken part in and share information about their child's learning. Parents describe high levels of inclusion. Children with additional communication and learning needs are welcome in the club and staff support all children effectively in making progress. Children with special educational needs and/or disabilities are well-catered for and supported in developing their independence and ability to cooperate with others.

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

Key persons collect all the information they need, from parents, to enable them to meet children's individual needs. This supports children to settle well in the club and helps build emotional attachments. Staff are deployed effectively throughout the club and observe where children are less involved in the activities, encouraging them to participate. Staff promote positive relationships among all children and it is noticeable how older children are willing to learn and play with much younger children. Clear guidance about expected behaviour ensures that all children observe boundaries and gain a good understanding of risk through activities that encourage them to explore their environment.

The main hall has great space and is used effectively to promote play and learning. Staff diligently supply a wide range of activities using resources of a high standard, which are appropriate to children's needs and interests. There is a second room solely used by the club and all areas are kept spotlessly clean. Staff promote children's understanding of effective hygiene procedures through reminders of the importance of hand washing after going to the toilet and before eating food. The outside area is large but on a steep slope, which makes it less effective for providing the widest range of play and learning activities possible. Staff have put up a temporary protective cover and an appropriate range of activities are available outside. However, these do not reflect the breadth of activities available indoors. Consequently, children have fewer opportunities to take part in physical activities outside to develop a good understanding of the benefits of exercise and fresh air. Overall, the environment is welcoming and bright and children are able to make good progress relative to their ages and abilities.

All children are being prepared well for the next stage in their learning and development and effective partnerships are in place with the school. For example, staff talk to teachers and pass on any relevant information to ensure children's transition to the club is supported well.

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

The manager has an excellent understanding of their responsibility to meet the safeguarding and welfare; and learning and development requirements of the Early Years Foundation Stage. The safety of the children is central in all that the provider offers. All staff are aware of the policies and procedures and also their roles and responsibilities in safeguarding children. Records of staff qualifications, experience and suitability checks are kept centrally and ensure all staff are suitable to work with children. Risk assessments are thorough, as are records relating to medication and accidents. As a result, all children are kept safe and healthy.

Staff comment that they feel particularly well led and managed and hold their manager in the highest regard. Staff are supported well and access training, such as safeguarding as part of continuous professional development. Currently, staff meet weekly to plan the following week's activities to meet the needs and interests of all children. These plans are detailed and comprehensive and monitored effectively so that they are challenging for children. Effective appraisals and supervision are achieved through systematic and formal meetings with staff, which enhances staff practice.

Self-assessment is rigorous and leads to improvement over time. Since taking over the club the manager has pursued excellence for the provision. Actions raised at the last inspection relating to risk assessments and medication records have been successfully addressed, improving the safety and health of the children. Improvement has been systematic and sustained. For example, observations are now used effectively to plan challenging experiences for children, supporting their good progress. The manager involves all staff and parents in this process. Parents feel particularly well informed about all aspects of their child's development through a highly effective partnership, which includes working with outside agencies for children with special educational needs and/or disabilities. All parents spoken with would recommend the club unreservedly and there are many highly complementary accolades from parents over many years on one of the walls.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY390323
Local authority	Stockport
Inspection number	821768
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	85
Number of children on roll	85
Name of provider	Playtime Kids Club Ltd
Date of previous inspection	02/03/2010
Telephone number	07853325691

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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.

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.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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