

Playtime Pals

Valley Primary School, Old Lode Lane, SOLIHULL, West Midlands, B92 8LW

Inspection date

07/10/2014

Previous inspection date

14/01/2010

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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

- Records are not robustly kept or easily accessible. In particular, some first-aid certificates and other staff information are not available for inspection.
- The provider has failed to notify Ofsted of changes in the management structure and to the hours of operation.
- Children's emotional well-being is compromised because the key-person system is not effective. Staff do not always know the children well and there is a lack of consistency.
- The quality of teaching and learning is, at times, weak. This is because staff performance is not yet effectively monitored and staff are not fully aware of their responsibilities in order to ensure that all children's individual learning needs are met.
- The manager does not monitor the educational programmes. As a result, children do not always receive a balanced programme covering each area of learning and development with a balance of adult-led and child-initiated activities.
- Staff are not consistently using observations and next steps to effectively plan a challenging and enjoyable learning experience for children. Consequently, children do not make the best possible progress.

It has the following strengths

- All staff have a sound understanding of the safeguarding procedures and know what to do if they have any concerns about a child's welfare.

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 setting with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the settings self-evaluation form.
- The inspector took account of the views of children and staff spoken to on the day of inspection.

Inspector

Emma Daly

Full report

Information about the setting

Playtime Pals was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Valley Primary School in Solihull, and is managed by a private provider. Playtime Pals provides nursery provision and before and after school care. It serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play. The provision employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level three. The provider holds Qualified Teacher Status and Early Years Professional Status. Before and after school care is provided each weekday from 7.45am to 9am and 3.20pm to 6pm. Nursery care is provided from 9am to 12noon, Monday to Friday, and 12.15pm to 3.15pm on Thursday and Fridays, during term time only. The provision also offers holiday care from 8am to 6pm. There are currently six children attending, who are in the early years age group. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure all required documentation is organised and available during inspection, including first-aid certificates and qualifications for all staff
- ensure all staff are appropriately deployed, so that the key-person system can be embedded to ensure every child's care is tailored to meet their individual needs, and to enable all children to build strong relationships with their key person
- improve the systems of performance management, through observations and supervisions, in order to support all staff to understand their roles and responsibilities and ensure that they meet the needs of all children
- ensure all staff consider the individual needs, interest and stage of development for each child and effectively plan a challenging and enjoyable learning experience so that all children make the best possible progress
- monitor the education programmes to ensure each area of learning and development is implemented through planned, purposeful play and through a balance of adult-led and child-initiated activities to enable all children to reach their full potential.

Inspection judgements

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

The quality of teaching is not consistent because some staff do not have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. Therefore, children's learning needs are not always adequately met. The nursery uses some systems to observe and assess children. However, staff who come in and cover from the out of school provision are not involved in this and as a result, they do not support children as effectively. They are not provided with sufficient planning to follow and therefore, children's individual learning needs are not always known and the areas of learning are not suitably covered to ensure that children make good progress towards the early learning goals. When children first start at the nursery, staff send home an All about me pack. This is used to gather information from parents about their child's interests, and what their child can do before they start in nursery. Staff continue to observe during the first few weeks and identify children's next steps in learning. However, this information is not consistently used to plan activities or experiences to effectively promote each child's learning. Consequently, activities are not always suitably pitched to help children progress.

The environment is suitable and children are provided with a variety of resources that they can independently access to support their play. Children have access to a wide variety of books, although, staff do not effectively encourage children to use them to support their early literacy skills. Children's language development is adequately fostered. Permanent staff interact effectively to support children's thinking. For example, children enjoy being creative with the play dough and staff support children's creative thinking and imagination as they use open-ended questions to extend children's learning further. However, other staff do not ask open-ended questions to encourage children to explore and think critically. For example, children taking part in a gluing and sticking activity quickly lose interest as there is limited communication from a cover member of staff to encourage engagement. Routines are also not consistently followed. Children wander a lot and do not demonstrate that they understand the expectations of behaviour set by staff. Children have opportunities to make marks and paint to develop their early writing skills. Permanent staff recognise children's abilities and support more able children to form recognisable letters. However, children's learning is not fostered by all staff to support and encourage their learning further. Consequently, children's individual learning needs are not fully met and children are not sufficiently challenged or stimulated in their play.

Children who speak English as an additional language are generally supported as staff gather words in children's home languages. They use these familiar words to communicate with children, which helps them settle and further supports them to learn English. Staff work in partnership with parents. They gather information from parents about their children's individual interests during the settling-in period. Staff complete the progress check for children between the ages of two and three and evaluate children's progress in the three prime areas of learning. This information is shared with parents and any concerns are discussed and noted. However, staff do not always use this information to accurately plan for children's next steps to support their ongoing progress. Children with special educational needs and/or disabilities are generally supported because staff liaise

with parents, the school and outside agencies to ensure all children are included in the provision.

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

Children's emotional well-being is, at times, compromised because the key-person system is not yet effective due to the inconsistencies with staff deployment. Settling-in is very much tailored to individual children and parents are encouraged to bring them in and meet the staff team. Children have built positive relationships with some staff and warm interactions help children to settle and give them the confidence to move around the setting with ease. However, cover staff do not know the children well enough to support their individual needs and abilities, resulting in children not forming secure attachments.

Children's behaviour is sometimes poor because staff are not providing activities that stimulate and interest them. The inconsistencies in staff impact on the routines and as result, children's personal, social and emotional development is not effectively promoted. Children are not developing an understanding of boundaries and expectations. For example, when children are asked to tidy away they ignore staff and move onto something else. Staff do use positive language and give explanations to the children regarding their actions, and although children do listen and say sorry, negative behaviour is often repeated. As a result, children do not show high levels of engagement in any activities. Therefore, they are not well prepared for their next stage in learning.

Children's health is generally supported as staff offer healthy snacks and drinks. Staff promote children's independence as they choose their snacks, and drinks are available throughout the session for children to access. Children are encouraged to develop their self-help skills as they use the toilet and wash their hands. They have daily opportunities for fresh air and exercise and staff encourage children to put their coats on before going out to play. Children are developing their physical skills as they negotiate space while riding on bikes and scooters. They show preferences in activities and staff facilitate this by allowing children to fill buckets of water up and use paint brushes to paint the floor. Staff carry out activities to help children understand about safety and use topics, such as people who help us, to develop their understanding. Staff teach children how to use equipment, such as scissors, safely and regularly remind children how to move around the setting. Staff carry out regular fire drills so children have an understanding of the procedures to follow in the case of an emergency. As a result, children's safety is generally promoted.

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

The provider has failed to meet all legal requirements of the Early Years Foundation Stage. As a result, children's learning and development and well-being are compromised. The provider failed to notify Ofsted of changes in the management structure and to the hours in which care is provided. From this term, hours have been changed slightly for the nursery provision. There is a senior manager in post who oversees the before and after

school club and supports the early years manager, who manages the day to day running of the nursery provision. Both managers have been in post for some time but Ofsted have not yet been notified of this. The senior manager is knowledgeable and experienced and understands the safeguarding and welfare requirements. She acknowledges improvements need to be made and is working hard to develop the provision. However, due to staff shortages across the organisation and low numbers in the nursery, staff are regularly moved around. Therefore, staff from the out of school provision cover in the nursery and staff are taken out of the nursery to cover in the afterschool provision, resulting in inconsistent practice. This is having a negative impact on meeting each child's needs and on their emotional well-being. The early years manager has good knowledge of the Early Years Foundation Stage requirements. However, she is less confident in managing the overall provision and lacks support in her management role. As a result, the nursery lacks strong leadership and staff who are weaker members of the team are not given clear guidance or mentored to improve. Consequently, staff fail to support all children to make good progress.

All staff attend safeguarding training and have a sound knowledge of child protection. They demonstrate their understanding of the signs and symptoms of abuse and understand their responsibilities in reporting concerns because there are clear procedures in place. Detailed risk assessments are completed daily to ensure the premises is safe and secure. As a result, children are kept safe and protected from harm. All staff have Disclosure and Barring Service checks and their ongoing suitability is checked annually to ensure all staff remain suitable to work with children. However, some documentation is disorganised and is not readily available during inspection, including staff recruitment information and first-aid certificates. Therefore, the storing of essential documentation is not sufficiently robust. Staff supervision sessions are in the early stages and are not yet embedded to ensure all staff are effectively supported in their roles to improve the quality of teaching and learning. Consequently, children's individual needs are not being met. The manager has not yet considered monitoring the educational programmes to ensure planning takes into account all children's individual next steps, and covers a broad range of activities across the seven areas of learning. As a result, children are not making the best possible progress.

The management team use self-evaluation to evaluate their provision and identify priorities for improvement. They involve staff, parents and children through daily conversations, meetings and questionnaires. Weaknesses have been identified, such as developing stronger links with the school, to support children's transition between settings, improving observations and assessments, and implementing a named key-person system. Although, improvements have been made, weaknesses still remain, largely due to staff deployment issues and staff's limited understanding of their roles. Partnership with parents is sound. Staff share information through daily feedback and more formal meetings take place to discuss children's progress. Staff invite parents into the setting to take part in celebrations. Links have started to form with the school and meetings have taken place with the inclusion team to support any children with special educational needs and/or disabilities. Information is shared with the school and other professionals if staff have any concerns around children's welfare. As a result, children's needs are generally understood and supported by permanent staff. The management team are working in partnership with the local authority to improve their provision and as such, demonstrate

the capacity to develop.

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:

- inform Ofsted of the appointment of a new manager of childcare on domestic or non-domestic premises (compulsory part of the Childcare Register)
- inform Ofsted of the appointment of a new manager of childcare on domestic or non-domestic premises (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. 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	EY372929
Local authority	Solihull
Inspection number	858153
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	6
Name of provider	T.E.N.A.J Limited
Date of previous inspection	14/01/2010
Telephone number	0121 7434691

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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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