

# Playmates Fun Club

Lower Fold, Marple Bridge, STOCKPORT, Cheshire, SK6 5DU

<b>Inspection date</b>	09/10/2014
Previous inspection date	24/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 have a good understanding of how to support children in their learning. Children exhibit high levels of confidence and enjoy taking part in activities.
- Staff have a good knowledge of effective safeguarding practice and understand the procedures to follow should they be concerned about a child's welfare.
- The leadership and management of the setting is good. Effective systems of selection and recruitment are in place and staff are well supported through induction procedures and appraisals.
- Positive relationships are evident between children and staff. Staff act as good role models, involve children in decision making and meet their care needs well.
- There are good partnerships in place. Regular exchanges between staff and parents have a positive effect on offering a continuity of care in order to meet children's needs.

### It is not yet outstanding because

- Staff do not consistently share information with the school about children's interests and what they already know and can do. As a consequence, they cannot use this information in their planning to help engage and challenge children fully.
- The resources available outside do not stimulate, challenge and interest children as well as those indoors.

## 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 main playroom and outdoor areas.
- The inspector spoke with children, parents, staff and the school headteacher during the inspection and took into account their views on the provision.
- The inspector undertook a joint observation with the deputy manager.
- The inspector looked at children's records, the planning documentation, evidence of the suitability of adults working in the setting and a range of other documentation, including self-evaluation and action plans.

## Inspector

Elisia Lee

## Full report

### Information about the setting

Playmates Fun Club was registered in 1991 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the main hall of Ludworth primary school in the Marple Bridge area of Stockport and is privately owned. Children have access to the computer suite and the school grounds for outdoor play. The club employs eight members of childcare staff. Four members of staff hold appropriate qualifications at level 3, three members of staff hold appropriate qualifications at level 2 and one member of staff is unqualified. The club opens Monday to Friday, all year round. During term time, sessions are from 7.45am until 9.00am and from 3.15pm to 6.00pm. The club serves children from the school during term time and is open to all children during school holidays. During school holidays the club is open from 8am to 6pm. Children are able to attend for a variety of sessions. There are currently 58 children on roll, ten of whom are in the early years age group and attend for a variety of sessions. The club supports children with special educational 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:

- develop further the links with school, so that information about children's interests and what they already know and can do can be used to plan activities that engage and challenge them fully
- build further on the provision for outdoor play, so that children are able to continue to build on their interests and develop their play more fully.

## Inspection judgements

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

Overall, children are well supported. Staff have a good knowledge of the Early Years Foundation Stage and plan a range of adult-planned and child-initiated activities to build on children's interests. Children are supported by staff using effective questioning. For example, children use flour in a shallow tray to explore the concept of capacity. Staff ask questions to prompt children to think about full and empty and how many small containers of flour it will take to fill a larger container of flour. Conversations are meaningful and support children in developing their knowledge. For example, children discuss the different ingredients in a scone recipe and how the consistency of the scone mix changes as they add more flour. As a result, children's communication and language is well supported. Staff show a genuine interest in children's play. They interact with children at their level, either by sitting with them as they complete a puzzle or supporting them as they use a games console. Relationships between staff and children are nurturing and, as a result,

children's engagement in activities is good.

Staff have a good understanding of children's likes, dislikes and interests. This information is gained through children completing an All about me document prior to starting at the group. This means that staff are generally able to recognise children's likes and interests and incorporate these into planned activities. Staff observe children as they play and celebrate their achievements through using individual books. Staff have formed strong partnerships with staff from the school. For example, club staff liaise with teaching staff if they have concerns over a child's developmental stage. As a result, children's care needs are well met and they are well prepared for future stages in their school life. However, links with school do not always facilitate information sharing about children's interests and what they can already do. This means that planned activities do not always complement the learning that takes place in school. Children with special educational needs and/or disabilities are well supported through staff liaising with parents and school teaching staff to offer a consistent approach to their care and learning.

Parents are made aware of what their child has enjoyed at the group as staff speak with parents on a daily basis. They highlight activities children have enjoyed, so that if children wish, they can continue these activities at home. Children can take home a bear and write in a diary the activities that the bear has enjoyed while visiting the child at home. This further extends children's interests and engages them in group activities. The club values the contribution of parents and uses regular questionnaires to ascertain the views of parents in developing the service. Parents are well informed about the activities their children take part in and enjoy, which means that they have information to help them to guide their children's interests and learning at home.

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

Children's emotional well-being is well supported in the setting, for example, the group operates a buddy system. This involves older children being a buddy to a younger child, helping them to access resources, initiate play and settle into the group if they are new. Older children independently request to be a buddy and enjoy helping younger children with tasks. For example, older children show younger children how to make their own wrap at snack time. Staff consistently listen to children's views. For example, children choose resources from a catalogue, making suggestions as to what they would like to be purchased by the group. This involves children in decision making and allows children to have ownership of the group. Children are encouraged to express themselves and freely initiate their own play. For example, children play with the small-world figures and explore different real-life scenarios. Relationships with staff are positive so that children's personal, social and emotional development is well supported.

An effective key-person system is in place, but all staff know children well. Children are assigned a key person before they start at the setting, but this is a flexible arrangement and is reviewed to meet children's needs. For example, if children form a closer attachment to another member of staff then the key person is changed. Children are settled and confident within the group and there is a good balance of a relaxed

environment with clear expectations of children. Behaviour is good and children listen carefully to staff and respond to instructions. For example, children playing football are reminded to keep the ball low and consider the needs of others. Staff use effective strategies to manage behaviour, for example, they use sticker charts as a visual aid to promote positive behaviour. Children's understanding of safety issues is promoted through discussion. For example, staff discuss with children the importance of exiting the building when the fire alarm sounds and how to inform a member of staff when they wish to exit the building to use the outdoor play facilities or tools, such as scissors. Children's independence skills are promoted well, for example, children serve themselves at snack time, use the bathroom by themselves and choose their own resources to initiate play. There is a range of resources available for children to play with; however, access to a consistent range of resources in the outdoor area can be limited. For example, at times there is only one activity available for children to take part in. This limits opportunities for children to build on their interests or to develop the play that takes place indoors.

Children learn about healthy lifestyles as they enjoy daily outdoor play and are provided with a range of healthy snacks. There is a range of fresh food options during snack time and children make their own snack combinations. These are healthy, balanced and nutritious. Children also take part in regular cooking activities, during which they develop a greater awareness of the importance of following a healthy lifestyle. During the school holidays, children go on a range of outings, including walks in the local environment along the canal towpath. They take part in physical pursuits such as using a climbing wall. Children are supported through times of change. For example, staff collect younger children from school after the school day and support them in settling into the group and making new friendships.

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

Staff's understanding of safeguarding practice is good. Staff are aware of the correct procedures to follow and the agencies to contact should they be concerned about a child's welfare. There is a safeguarding policy in place, which supports good practice and helps with the safeguarding of children. Safeguarding practice is effective, for example, visitors' identification is checked and a visitors' book is used to monitor adults on the premises. Parents are asked to sign a register when they have collected their children from the setting. This ensures that the correct ratios are maintained at all times. In addition, session registers are maintained, accidents and the administration of medication are effectively documented and there are regular emergency evacuation practises. There are good recruitment, vetting and induction procedures in place to ensure that adults caring for children are suitable. For example, staff are never allowed to be alone with children until suitability checks have been undertaken. Risk assessments and daily safety checks are carried out to identify and help minimise risk to children. For example, staff ensure that they sweep the floor every morning as the hall may have been used by other groups the evening before. In addition, staff are vigilant when supervising children. For example, staff use walkie-talkies to communicate with each other, so that they know

which children are using the indoor and outdoor areas at any time.

Staff have relevant and appropriate early years qualifications and have identified further training they would like to attend to enrich their knowledge and to support their continued professional development. Staff attend training opportunities, which impact positively on children's learning as it means that staff have current knowledge of effective practice. Staff have recently attended training on safeguarding children, disability awareness, risk and play, and parents as partners. The manager monitors practice through daily discussion, regular staff meetings and appraisals. She consults regularly with staff and questions why they may have planned a certain activity, in order to enrich children's learning. There is effective self-evaluative practice in place. All actions and recommendations from the previous inspection have been addressed. For example, staff have improved the organisation of snack times, which means that children can make choices and develop their independence. In addition, staff have developed their knowledge of the early years foundation stage, which means that younger children are well supported. The views of children, parents and staff are actively requested and areas of identified weakness are quickly addressed.

Partnerships are good and support children's needs well. There are regular exchanges with staff from school and any messages that are to be passed to parents are shared. However, information is not consistently shared about children's current interests and achievements so staff are not always able to consider these when planning activities or experiences for children. There are partnerships in place with local early years providers, other local schools, local authority advisors and other groups. These are established through attendance at network meetings. Partnerships with parents are strong. Partnerships develop through daily verbal feedback, parent questionnaires, emails and the operation of an open-door policy. Parents are complimentary about the group. For example, they comment, 'staff are truly fantastic, nothing is too much trouble' and 'I would recommend the group'. These partnerships enhance all aspects of children's care and help staff to effectively meet children's individual needs.

### **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. 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

<b>Unique reference number</b>	404581
<b>Local authority</b>	Stockport
<b>Inspection number</b>	819279
<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>	60
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Jill Diane Drabble
<b>Date of previous inspection</b>	24/11/2009
<b>Telephone number</b>	0161 427 1446

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

