

Playworld (New Forest) CIC

Bartley C of E Middle School, Winsor Road, Winsor, SOUTHAMPTON, SO40 2HR

Inspection date	20/10/2014
Previous inspection date	06/05/2014

The quality and standards of the early years provision	This inspection:	
	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		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

- The owners fail to meet a number of safeguarding and welfare requirements. Children's safety and well-being are at risk. The owners do not ensure that staff are trained to understand their roles and responsibilities through an effective induction system, including how to recognise and deal with child-protection issues.
- The owners do not ensure that the environment is safe and secure. They do not ensure that staff supervise children properly when visitors are on the school premises. An accurate record of children's attendance is not maintained.
- Staff deployment does not ensure that children always receive appropriate levels of supervision. Systems to check staff suitability are not always followed effectively.

It has the following strengths

- All children are fully involved in planning interesting activities. They use a wide range of stimulating resources in their play. As a result, children are motivated and happy to play and learn.
- Staff give children effective support so they develop good skills to help them understand and manage their feelings, and play well alongside others.

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 all the areas used by children, both indoors and outside.
- The inspector had discussions with the owner/managers, parents, staff and children.
- The inspector sampled a range of documentation, including children's records, staff records, safeguarding procedures and risk assessments.
- The inspector offered to carry out a joint observation with a manager.

Inspector

Jacqueline Munden

Full report

Information about the setting

Playworld (New Forest) CIC registered in 2013 and is owned by Playworld (New Forest) CIC. It is one of three settings owned by two individuals who run the company. It provides out-of-school provision and operates from a room in Bartley Church of England Middle School, in the Bartley area of Southampton. The club is open each weekday, from 7.45am to 9am and from 3.20pm to 6pm, during school term times. It also opens occasionally during school holidays from 8am to 6pm. All children have access to an outdoor play area. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. Children may attend for a variety of sessions. There are currently 87 children on roll, 13 of whom are in the early years age group. The two owners, who are also the club's managers, both hold a relevant early years qualification at level 3. They employ four members of staff to work with the children. Of these, two staff hold a relevant early years qualification at level 3.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action.

We will issue a welfare requirements notice requiring the provider to:

deploy staff effectively to ensure children are adequately supervised and that their needs are met and safety maintained, with particular regard to when they move between the indoor and outdoor areas and visit the toilets.

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

- train all staff to understand the provider's safeguarding policy and procedures and ensure that all staff have an up-to-date knowledge of safeguarding issues; this must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way
- take all reasonable steps to ensure children are not exposed to risks, and ensure any identified risks are managed effectively, with particular regard to removing or minimising the risks from outdoor play equipment and from children visiting the toilets unsupervised
- take all reasonable steps to prevent unauthorised persons entering the areas of the premises used by the provision and have an agreed procedure for checking the identity of visitors to those areas
- obtain an enhanced Disclosure and Barring Service (DBS) check for all staff
- ensure that all staff receive induction training and effective supervision to enable them to understand their roles and responsibilities
- ensure an accurate record of the times of children's attendance is maintained.

Inspection judgements

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

Children bound into the club, happy to see their friends and the welcoming staff. Children arrive at various times because they are collected from different schools. This means that the arrival time is busy, but children know the routines well and wash their hands before they sit down to eat. Staff organise the table with a good range of food that is attractive and inviting. Children happily sit and chat with friends and staff, who ask them about their

weekend. This friendly communication helps children to feel settled and welcome. Children are confident in the club and make choices of whether to play indoors or outside. They select toys, games and creative-play activities, which are easily accessible. This means children are interested and involved in their play. Staff sit with children and talk about what they are building with construction sets. Children are confident to speak as they describe their models. This interaction helps to promote children's language and communication skills.

Staff plan challenging activities for each day, which engage children's interests. For example, at the inspection, children use different coloured sand with glue and paint. Older children show kindness and help the younger ones, making sure they can reach the paint and showing them how to paint a ghost. Children share ideas as they excitedly huddle around their pictures. Staff ask questions to encourage children to think about what they are doing, for example as they encourage them to describe what the sand felt like. Children are fully involved in life at the club because staff invite them to contribute to planning the activities. Staff use children's suggestions and provide necessary resources, such as bands to make bracelets. Children come together at the beginning of term and decide on the club rules. Staff know this helps children to express their feelings and sets clear expectations of everyone's behaviour. This approach promotes their personal, social and emotional development well.

Staff teach children effectively to think about and have respect for others through their planned activities, such as a tee-shirt competition. Children paid one pound for a tee-shirt and used fabric paints to decorate it. The winner of the competition chose to which charity the money paid for the shirts went.

Staff understand how to support children with special educational needs and/or disabilities, and children learning English as an additional language. Key persons get to know children when they start at the club and assess their interests and abilities. They plan activities and communicate with children well, which helps children to make good progress.

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

Staff are not deployed effectively to ensure children are always supervised adequately, despite this being an action raised at the last inspection. Staff supervising children outdoors use walkie-talkies to communicate with staff indoors. For example, when a child had an accident, a member of staff used one to alert a member of staff indoors. That member of staff came to the door of the building to meet the child who was escorted to the building by an older child. Staff dealt with the child's injury appropriately and a written record was completed, which the parent later signed to acknowledge the incident. Children are very good at following this system of escorting each other and clearly understand and cooperate with the rules. However, this system of an older child escorting a younger child does not always meet children's needs and keep them safe. For example, when children go indoors to the toilet, staff have no way of knowing if unknown persons are present. This weakness places children at risk.

Staff do not always take effective measures to deal with hazards that they have identified. For example, at the inspection, a member of staff said a part of the outdoor climbing equipment was damaged. However, this information was not given to the staff that were supervising the children using that equipment. No one took steps to prevent children using it. This failure puts children's safety at risk. Staff use some suitable methods to teach children how to keep themselves safe. For example, they make sure children take part in the emergency evacuation procedure and remind them that toys left on the floor are tripping hazards. As a result, children are aware of their own safety and that of others.

Children benefit from the healthy and nutritious foods that staff provide at teatime. They show high levels of confidence and independence as they select food, pour their drinks, and clear their plates away when they are finished. Children spend lots of time outdoors, which promotes their good health. Staff encourage collaborative play. This helps children of different ages, and who come from different schools, to play alongside each other well. For example, staff remind children to use the sand timer to help them take turns with a computer game. The key-person system helps to support children's well-being. Through discussion with parents and staff of the schools children attend, club staff are aware of issues in children's lives. As a consequence, they are sensitive to children's needs and offer good support. Children form strong bonds with children and staff.

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

The owners do not have a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Consequently, they fail to comply with a number of legal requirements. This means staff do not adequately protect children's welfare. The associated Childcare Register requirements are not met. Induction and supervision procedures do not ensure staff have secure knowledge about their roles and responsibilities in regard to child protection, safeguarding and keeping required records, such as a record of children's hours of attendance. At the inspection, staff did not complete the record as children arrived and recorded incorrect information about who was present. This lack of attention fails to meet requirements, and puts children in danger should they need to evacuate the premises in an emergency.

Those in charge of the club have undertaken training in child protection. There is a clear, written child-protection policy with procedures for staff to follow. This information is available in the club's policies and procedures file, and in the staff handbook. However, the owners do not make sure that all staff are clear about the signs and symptoms of abuse and how to act if they have a concern about a child's welfare. Therefore, children's safety and well-being are not adequately protected.

The owners do not ensure risks are assessed appropriately, which compromises children's safety. They are aware that the club premises lack security because a gate is left open and people can enter the outdoor and parts of the school used by the club without staff knowing. Staff keep a log of visitors to the club, but they are not made aware of other

people, such as contractors that are working in areas of the school that children use. In addition, staff allow children to visit the toilets, escorted by an older child, which means they are not always within sight or hearing of staff. At the inspection, staff were not aware that an outside contractor was working very near to the toilets that children go to without adult supervision. This weakness places children's safety at significant risk.

The owners have systems to vet new staff, and to carry out checks to help establish their suitability to work with children. However, they have not taken prompt and effective action to complete the necessary Disclosure and Barring Service check for all staff. This weakness places children's safety at further significant risk. It is a requirement to do so. Ofsted intends to take enforcement action following this inspection.

Since the last inspection, the owners have brought about effective improvements to the learning and development opportunities offered to children. Some of the busy arrival procedures and snack times are now better organised. The owners and their staff develop strong partnerships with parents and with the staff of schools that children attend, which now help club staff to meet children's learning and development needs. Parents spoken to reported they are happy with the care their children receive. Some commented that their children are developing new skills in using art and craft materials, and that they are very confident and make friends with other children.

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 staff are trained on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register)
- ensure any person caring for, or who is in regular contact with children is suitable; this must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register).
- ensure any person caring for, or who is in regular contact with children is suitable; this must include obtaining an enhanced Disclosure and Barring Service check

(voluntary part of the Childcare Register)

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register)
- keep a daily record of the names of the 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. 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	EY469594
Local authority	Hampshire
Inspection number	976971
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	30
Number of children on roll	87
Name of provider	Playworld (New Forest) CIC
Date of previous inspection	06/05/2014
Telephone number	02380 812173

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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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