

Playdays Kids Club

St. Annes (Stanley) Primary School, Prescott Road, Old Swan, Liverpool, Merseyside, L13 3BT

Inspection date	20/10/2014
Previous inspection date	20/05/2009

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		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 work effectively as a team. Children benefit from secure attachments with them, and form good relationships with children of different ages.
- The manager provides strong support to the staff team, so they know their roles and responsibilities.
- Strong partnerships with the school ensures staff support children's learning effectively.
- Staff engage children well in the activities available because they provide interesting activities in a stimulating environment that enable children to play happily together.
- Effective links with other providers and parents enable staff to share information about the children and their activities.
- Children are kept safe during their time at the club, due to effective risk assessment processes and safeguarding procedures.

It is not yet outstanding because

- Occasionally, staff do not make the best of opportunities to encourage children to develop their independence by selecting their own resources during activities.

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 club hall and outside play area.
- The inspector had discussions with staff and spoke with children and parents.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, policies and parental consent forms.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

Inspector

Paula Kerrigan

Full report

Information about the setting

Playdays Kids Club was registered in October 2001 on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The club is located in Old Swan, Liverpool and operates from the school hall and two classrooms within St Anne's (Stanley) Primary School. Outdoor play is provided in the school playgrounds. The club is open each weekday from 8am to 9am and from 3.15pm to 6pm, term time only. There are currently 39 children on roll. The club employs four members of staff, including the manager who is also the registered person. Of these, four hold appropriate early years qualifications at level 2, 3, 5 and 6. The club supports children with special educational needs and/or disabilities and those who speak English as an additional language.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their independence, for example, by giving them further opportunity to select their own resources.

Inspection judgements

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

Staff plan and provide a good balance of activities that children enjoy. Children settle smoothly and relax and play well with their friends before and after school. Staff create a welcoming, interesting environment and children play purposefully because they choose activities they are interested in. The arrangement of the premises enables children to rest quietly, sitting at a table for an activity, or engage in more active play outside. Staff talk with pre-school staff and reception class teachers at the beginning of terms and when they take and collect children, to exchange information about children's development. They share this information openly with parents and staff to help to support children when in the club. Teaching is good at the club and staff use well-developed skills to extend learning by encouraging children to think for themselves, for example, staff encourage children to think about naming their creations and writing this on their work. This approach extends children's literacy skills effectively and encourages children to make connections in their learning. However, occasionally, staff do not have very high expectations of children during some activities. They do not always promote children's independence skills throughout activities to encourage them to help set out and select their own resources they wish to use. For example, staff sometimes set resources out for an activity and choose children's resources for them when decorating candles, instead of encouraging children to choose themselves. In addition, when children's work need to dry on the window ledge, some staff carry children's creations for them instead of encouraging them to carry their own. This means children miss opportunities to be fully independent. Children who speak English as an additional language are supported well.

Staff have obtained key words in children's home language and displays and labels are visible throughout the club. Staff work with parents to ensure they pronounce key words correctly, in order to more fully support children in their daily routines and play. Consequently, this creates an inclusive and welcoming environment and supports the children to develop the use of their home language, which in turn, helps them to be confident in their learning of English. Individual educational plans are in place to support children with special educational needs and/or disabilities and narrow any gaps in learning. Close links with teachers and outside agencies further support their development. This results in all children benefiting from good learning experiences throughout the club.

Staff recognise the importance of promoting children's physical development. Children develop physical skills when they learn to control wheeled toys, or balance on outdoor equipment. Staff introduce a variety of active group games using a football. Children organise their friends to play these games and recognise that they need to concentrate so that the games end successfully. Staff promote children's communication and language skills well. Children enjoy spending time with the staff. They share news from home and talk about their days at pre-school or school. Staff respond positively and engage children in conversations and value what the children say. This interaction promotes children's confidence. Staff motivate children through the activities and experiences they provide to build on mathematical skills. For example, they encourage children to solve problems when building dens with blankets and chairs. Staff bake with the children, including decorating cakes. Cooking activities help them learn about space, weight and measure. There are opportunities for children to use their imagination and learn more about their environment as they play. For example, the children wanted to create a cafe, so staff and parents collected recycled equipment. The children enjoyed pretending to work in the shop and were fascinated by making cakes to sell. This supportive approach means that staff encourage children to focus intently on their activities and persevere.

At the club, children increase their familiarity with the school premises and mix with older children at the school. They develop confidence and some independent skills to stand them in good stead for their next stage of learning. Staff continue to understand each child's development taking particular care to note their personal, social and emotional development, which is well supported. Staff encourage children to suggest activities and children frequently give their ideas. They follow children's interests and ideas and help them to build on these, for example, through the experiences provided under themes, such as Diwali. Staff talk with parents about their children's activities and making candles. They also discuss home experiences during arrival and collection times. Therefore, parents are kept well informed of children's experiences and progress, and there are good opportunities to build on children's learning at home.

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

Staff ensure that children soon relax in the small, homely out-of-school club. This is a result of an effective settling-in process, and the close relationships that staff establish with families. New parents have ample time to talk and raise questions with the staff, including the key person. Children build strong relationships with staff, who provide

genuine warmth and affection. The adults frequently show interest in the children, listening attentively and swiftly helping to meet their personal needs. This approach enables newer children to feel safe and secure. It helps to give them the confidence to develop their independence in exploring the playroom and outdoor environment. Staff enable children to learn effectively about how to keep themselves and others safe. For example, children learn to understand they may have an accident if they run indoors. Children benefit from discussions around regular emergency drills about fire safety, so they are aware of what to do in such situations.

The staff help children to show a strong sense of belonging in the club, so that children of different ages play well with each other. The adults make sure that children are used to the routines and gain a good understanding of what staff expect of them. Staff encourage children to contribute to the displayed list of rules concerning behaviour so that, for example, they share items willingly. As a result, children behave well and learn to manage their own behaviour in positive and sociable ways. Staff offer warm praise to each child, including when they help children younger than themselves. This approach enables children to develop positive self-esteem and be spontaneously caring towards others. They willingly take on responsibility, for example, as they work cooperatively to tidy equipment. However, staff do not always promote independence or fully encourage children to take on further responsibilities and gain more personal skills. This means children are not exceptionally well prepared for the next stage of learning. Children do, however, move confidently around the play space, and choose good-quality resources from accessible storage. This means they have control of their activities, which builds their confidence.

Staff offer timely encouragement for children to manage their personal needs independently, such as caring for their belongings. They support children effectively to understand aspects of a healthy lifestyle through discussions and activities. Staff help children adopt healthy lifestyles through regular opportunities to enjoy outside play. Children develop their physical skills and coordination as they play football, skipping and use hoops. Staff check that children focus on their personal hygiene, and learn to wash before eating and cookery sessions. Staff encourage children to have a healthy and positive approach towards food. They set out ample varied and nutritious snack foods, such as, breads, fruit and vegetables, which children confidently serve for themselves. Children are fully involved in preparing the foods and their discussion about the items they eat contributes to their growing understanding about the importance of a healthy diet. Staff encourage children well to keep themselves healthy as they grow up.

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

Good systems are in place to help safeguard children and promote their welfare. Staff demonstrate a good understanding of the safeguarding and welfare requirements. Recent training attended, updated policies and procedures and in-house discussions mean staff are able to effectively promote the welfare and well-being of children. The manager demonstrates a good understanding of her responsibilities towards the protection of children. There are robust recruitment and vetting procedures in place to help ensure all

those working with children are suitable to do so. Any new staff are expected to participate in an induction programme and are monitored well. A newly implemented development programme keeps everyone up to date with new training opportunities. Staff feel they are listened to and are encouraged to express their opinions and ideas at regular team meetings and one-to-one supervisions. This results in positive contributions to the future improvement and success of the setting.

The manager and the staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They display a good knowledge about how children learn. Children in the early years age group receive good support regarding their learning at school. Staff members discuss the children's progress and class projects with teachers at school. This means other activities can be planned, to extend and develop children's skills in different areas. Parents are provided with a variety of information and staff make time to chat when children are collected. This supports a good flow of information between the parents, club and school staff, and effectively promotes consistency in the care of children. Parents spoken to at the inspection state that they are happy with the service provided, and that their children are happy too. They report that there is always lots of different activities available for children, which they enjoy. Parents explain that they know all of the staff team and find the information they provide very helpful.

The manager has developed a system to help ensure the operation of the club is evaluated and as a result, improvements have been made which benefit the children. For example, children's views and ideas are now frequently sought and they are able to have a say in activities and the food menu. The manager has made good progress and has effectively addressed a recommendation from her previous inspection. She provides an effective key-person system, which enables staff to be available at the beginning and end of the session for parents. Consequently, children settle quickly. Parents' involvement in their children's time at the club is fully encouraged. They have given their views through verbal discussions and feedback is positive. This shows the setting has a good commitment to working in partnership with parents and others, to meet the needs of the children. Staff work well together, ensuring children are supervised effectively at all times. They make good use of the time that children attend, as they are well-organised and know their responsibilities. As a result, the session flows seamlessly and children benefit from a calm, relaxed atmosphere.

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

Unique reference number	405060
Local authority	Liverpool
Inspection number	869037
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	39
Name of provider	Claire Cook and Harriet Allen Partnership
Date of previous inspection	20/05/2009
Telephone number	07748626121

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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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