

Playstation-4kidz

Basildon Disabled Sports & Social Club, Swan Mead Centre, Church Road, BASILDON, Essex, SS16 4AG

Inspection date

18/11/2014

Previous inspection date

01/07/2014

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children are safeguarded appropriately. Staff have the relevant knowledge and training to follow the steps to protect children from harm.
- Partnerships with parents and local schools are promoted well. Children's continuous care is provided for due to clear communication systems.
- Staff know children well and are well aware of their interests and preferences. Therefore the key-person system is effective.
- Children learn about healthy eating and hygiene practice through daily routines and planned activities.

It is not yet good because

- Children receive inconsistent engagement from staff, particularly at mealtimes, resulting in some inappropriate behaviour and a less positive experience.
- The monitoring and reviewing of staff's practices is not rigorous enough to ensure children's participation and support for their ongoing learning is effectively promoted.
- Children do not have consistent daily access to fresh air and exercise throughout the year. This means that a legal requirement is not fully met.
- Children who speak English as an additional language do not have access to resources to value and reflect their home language. This is a breach of requirements.

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 staff's interactions with children indoors.
- The inspector carried out a joint observation with the supervisor.
The inspector looked at a range of records, including policies, information about staff qualifications and vetting checks and children's learning and development records.
- The inspector took into consideration the setting's self-evaluation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Claire Parnell

Full report

Information about the setting

Playstation-4kidz was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community building in Basildon, Essex, and is one of two settings run by the same private owner. It operates from two adjoining halls and children have supervised access to the adjacent park for outdoor play. The setting employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds level 6. The setting opens Monday to Friday during term time. Sessions are from 7am until 9am and 3.30pm until 7pm. Children attend for a variety of sessions. There are currently 37 children on roll, four of whom are in the early years age group. The setting supports 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 that outdoor activities are planned and taken on a daily basis throughout the year
- take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, in order to support their language development at home
- ensure that all staff manage children's behaviour in a consistent and appropriate way
- improve the organisation of the session and the monitoring of staff's practices to ensure children receive consistent positive experiences and social interaction, particularly at mealtimes, to promote their well-being and effectively support their learning and development.

Inspection judgements

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

The club provides a satisfactory range of activities for children that supports their development within all seven areas of learning. Staff know the children well and are well aware of their interests and preferences for play. Some staff demonstrate particular strengths in engaging children in their play and use effective questioning to extend and challenge their interest in their play. This effectively supports their ongoing learning and

provides consistent approaches to learning from school. However, other staff do not participate in children's play or provide engagement with them to encourage active learning and interest in the activities available to them. For example, children finish their drawings and staff talk to them positively about it, using questions to draw further information about their creations. However, other staff make simple comments, without stretching children's interests further, resulting in children wandering around, not knowing what to do next.

Children's continuous development of skills in readiness for school is supported appropriately. All children are encouraged to read their school reading books to their key person. They help children appropriately to sound out letters and together they work out the new words. Children explore with the resources made available to them. They enjoy the experiences of messy play, mixing paints and printing hands onto paper. Children experience activities that support their mathematical understanding, learning to sequence pictures in order of size.

All staff plan children's play. They use themes and topics to provide an adult-led activity each session. Children's achievements are recorded and monitored closely. This provides continuous information for parents and their schools with ongoing information about their supported progress. Children with special educational needs and/or disabilities receive consistent care. Staff work closely with parents and the school to share strategies to support children's development. Children who speak English as an additional language have very few resources to reflect and value their home language while at the club.

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

Children are settled and confident in their surroundings. They have close relationships with staff. The key-person system is effective as staff gather information from each child about their day at school and use this to promote their confidence in conversing with others. This helps to support their emotional well-being. Children make choices about their play. However, on occasions, there are a limited amount of activities selected for children to endure their concentration and participation. For example, after teatime children have very few activities to get involved with, as staff do not select activities and resources until all children have finished their meal. This results in some children becoming bored, disruptive and loud and demonstrating inappropriate behaviour towards others. This compounded by the inconsistent participation from staff in this social interactive occasion.

Children have a clear understanding of the importance of healthy eating and hygiene practices. They automatically wash their hands when entering the club, preparing themselves for snack time. They help themselves to a good variety of healthy snacks and drinks. Staff remind children to drink to support their ongoing health. Children receive freshly cooked meals according to their dietary requirements. They learn about hygiene procedures through routine and planned activities, such as teeth cleaning and hand washing, where staff provide clear messages to support children's understanding. Children are developing a confident understanding of keeping themselves safe as they play in a safe and secure environment and have clear explanations about the rules of the club.

Children have planned physical activities indoors twice a week, through outside agencies. However, their physical development is not always promoted in each session to ensure every child has a chance to move and expel excess energy. During the summer months, children experience physical activities and fresh air every day, but during the winter months, they rarely go outside, therefore not gaining fresh air during this period.

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

Children are safeguarded appropriately. This is because staff have updated their knowledge through recent training. They are aware of the steps to take if they have concerns about the children in their care. Staff carry out daily checks to provide children with a safe and secure environment for their play. An effective security system at the main door informs staff when it is open. Policies and procedures reflect current regulation and are accessible to parents and staff in the entrance hall and via the online system used by the club. Documentation is completed appropriately, kept confidential and up to date to promote children's ongoing welfare. For example, records of children's accidents are shared with parents through the online system. The manager uses an effective system to monitor and track any ongoing incidents to identify any hazards or concerns. Checks are carried out for staff's suitability through the recruitment process and renewed on a regular basis. Staff have relevant qualifications and experiences but on some occasions are not effectively deployed to support children, especially during mealtimes.

The club has made considerable improvements since the last inspection. All actions from the previous inspection have been met. However, the management does not monitor staff's practices effectively to ensure children receive consistent engagement and participation. This has a negative impact on children's well-being, learning and development. Staff have regular appraisals to identify training needs. They attend regular training courses and share and gain practice with other local settings to make improvements. Self-evaluation of the club is gradually developing. The management recognises good practices and identifies areas for improvement. Gradual improvements are made to enhance children's experiences in the club.

Partnerships with parents and local schools are effective. Parents make positive comments about the care their children receive. They feel reassured that children are well looked after as they receive plentiful information through the online information sharing system. Parents reciprocate this information by making comments about their children's experiences at home and at school. The management works closely with the local schools. They ensure staff develop close links with the Reception teachers to promote continual care and support for children's learning.

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 that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (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	EY430207
Local authority	Essex
Inspection number	986792
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	37
Name of provider	Cherie Danielle Lal-Kissoo
Date of previous inspection	01/07/2014
Telephone number	01268820282

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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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