

Time to Play Club

Southfields Primary School, Southfields Avenue, Stanground, Peterborough, Cambridgeshire, PE2 8PU

Inspection date	17/12/2014
Previous inspection date	24/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 encourage children to get involved in choosing activities, which means that children are interested and well-motivated in their play.
- Staff teach children good communication and social skills. This helps them to settle-in quickly, build warm relationships with adults and make friends.
- Staff have a good rapport and strong relationships with parents. This results in effective two-way communication and ensures children's individual needs are known and met.
- Staff have a good understanding of their responsibilities to ensure they meet the safeguarding and welfare requirements. As a result, children's safety and well-being is effectively promoted.

It is not yet outstanding because

- Staff have not yet implemented an effective process for sharing information on children's achievements in school, to enhance and consolidate their incidental learning in the club.

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 held a discussion with the deputy manager and spoke to the staff and children.
- The inspector observed children during free play, focussed activities and teatime.
- The inspector conducted a joint observation with the deputy manager.
- The inspector looked at children's records and talked to the deputy manager and staff about children's learning and progress.
The inspector checked evidence of suitability of the staff working with the children,
- sampled some of the provider's documentation and discussed the improvement plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Ann Lee

Full report

Information about the setting

Time to Play Club opened in 1995 and is a committee-led group. It operates from a room in Southfields Primary School, in Stanground, Peterborough. The club caters for children who attend Southfields Primary School. The club opens five days a week, from 7.50am to 8.50am and from 3pm to 6pm during term time. Children attend for a variety of sessions. Children are cared for in one room and have access to an enclosed outdoor play area. There are currently 58 children on roll, of whom eight are in the early years age range. There are currently six staff working directly with the children, three of whom have an appropriate early years qualification. The club receives support from the local authority. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- strengthen relationships with the host school, in order to gather more in-depth information about children's achievements, so that opportunities available to children in the club consolidate and complement their learning at school.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage. They know children extremely well and ensure that they are provided with a breadth of learning opportunities while in their care. Consequently, children are enthusiastic and full of excitement as they enter the club. They confidently explore the environment, knowledgeable about where to access resources. This allows children to make choices in their play and to develop their growing independence. Staff recognise the need to allow children time to unwind after a busy day at school and are committed to ensuring that the club provides children with well-planned leisure activities. For example, staff organise a weekly film night, with films selected in consultation with the children and the opportunity to eat popcorn.

Staff constantly engage in meaningful conversations with children, discussing events that have occurred during their school day. For example, a visit from Father Christmas is discussed at length and children delight in informing staff of the presents that they have received. This promotes children's communication and language skills appropriately. Staff interact with interest and enthusiasm in children's play. They appropriately step in to provide encouragement, praise and suggestions to keep them interested and involved. For example, staff role play with children in the home corner, discussing food that they are

preparing and how they are cooking it. Consequently, children are good at initiating play. Children are able to become deeply involved in challenging activities, such as creating models from construction toys. Staff constantly praise children's efforts and achievements, which increases their motivation to have a go. Children are able to benefit from the extensive outdoor space, in addition to the large school hall, which provides opportunities for them to develop their larger physical skills. Children demonstrate that they are gaining the skills to be competent learners. This ensures that they are acquiring the attitudes and dispositions they need to be ready for the next stage of learning. However, the lack of the clear exchange of information about children's achievements in school means that planning of activities in the club does not always fully recognise or consolidate children's incidental learning.

Partnerships with parents are effective and well-developed. Information is shared on a daily basis, which ensures that there is a consistent link between home and the club. Parents comment enthusiastically and are complimentary about the care that the club provides for their children. Parents are informed through regular newsletters of the club's activities and useful local information, relevant to their children. Parents have the opportunity to complete questionnaires, together with their children, in order that the club can appropriately reflect on the care and opportunities that they offer.

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

Children benefit from the welcoming and relaxing environment, as staff promote a home-from-home feel within the club. They are happy and demonstrate that they feel safe and secure in the homely environment. Children develop positive relationships with the staff and each other. For example, they go to staff for reassurance or advice on how to deal with difficult situations. Children who attend the club also attend the host school. Therefore, they already have an appropriate knowledge of the club and the environment. Furthermore, many of the staff also work within the school. Staff walk children from their classroom to the club. This helps children to feel confident and emotionally secure and able to move from school to the club easily, with support from a familiar person.

The club has clear and concise rules and boundaries, which ensures that behaviour is good. For example, children know that they are not allowed to run while they are inside, in case they slip or bump into each other, and they regularly remind one another of this rule. This supports their growing knowledge of how to keep themselves safe as they learn the possible consequences of their actions. Children enthusiastically play board games with staff and each other and learn how to take turns and share resources. The environment is very well resourced, with a good range of activities on offer both inside and outside. Children are able to decide where they play, either inside or outdoors, and can freely access the toilet. Staff know the whereabouts of children all the time as children move their name card to a display outlining the area that they are in. This supports children's development of independent skills together with providing opportunities to manage risk for themselves.

The club provides children with a range of nutritious snacks on a daily basis, which supports their awareness of maintaining a healthy lifestyle. Fruit is displayed in a fruit

bowl and jugs of water and juice are freely available to children throughout the session. This enables children to serve themselves, which means that they learn about portion control. Meals are nutritious and freshly prepared and children are given a choice of what they would like to eat. Mealtimes are social events where older and younger children chat about their day and enjoy talking with their peers. Older children act as good role models for younger children, helping them to use their knives and forks appropriately and demonstrating empathy with physical gestures. Children make full use of the outdoor play areas. They are encouraged to wrap-up and enjoy the freedom that a larger space provides.

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

Staff have a very good understanding of safeguarding issues. The club has a range of safeguarding policies and procedures to help ensure that children are well protected. Priority is given to ensure that all practitioners have up-to-date training on safeguarding procedures. Clear records are held to demonstrate the suitability of staff. Good deployment of the staff means children are well supported in all areas of the club. The environment is kept safe and extremely secure, which is underpinned by thorough risk assessments and daily checks to the premises and resources. Practitioners, parents and children are attentive to safety. They understand the need to keep the premises secure and follow clear procedures to ensure that only practitioners open the door to parents. This adds to the cosy, safe and warm environment created in the club.

Staff are motivated and dedicated to ongoing training and evaluation of their practice. All recommendations made at the last inspection have been met, showing commitment to continual improvement. The manager involves parents, children, staff and the committee in reviews of the club through questionnaires, appraisals and regular discussions. Staff use their knowledge and training in early years to monitor, engage and support children in their activities, which ensures that each area of the Early Years Foundation Stage requirements are successfully implemented. They are calm and consistent and are skilled at supervising children sensitively. An effective recruitment procedure is in place, which ensures that all children are cared for by suitable adults. An induction programme is completed by all new starters and staff have regular access to training opportunities. Furthermore, staff receive appraisals, which ensures that they consistently deliver good quality standards in care and education.

Staff maintain friendly relationships with parents. Parents are welcomed to the club and time is always allocated to discuss any concerns that they may have. Parents are provided with a range of information about planned activities, which their children will be taking part in. Parents are extremely complimentary about the club and the service that it provides and comment that the club provides a welcoming environment that is not only a safe and happy place for the children but also a necessary service. Staff have a clear understanding of the importance of working in partnership with other professionals and the host school in order to meet the needs of children. However, children's incidental learning opportunities within the club are not fully maximised, as staff have not yet

established an effective process for sharing information on children's achievements with the school, to enhance and consolidate their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	256837
Local authority	Peterborough
Inspection number	876582
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	59
Name of provider	Time To Play Club Committee
Date of previous inspection	24/11/2008
Telephone number	07812 656 346

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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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