

Stevenage Play Learning & Activity Team Ltd

Ashtree Primary School & Nursery, Chertsey Rise, STEVENAGE, Hertfordshire, SG2 9JQ

Inspection date	14/01/2015
Previous inspection date	04/10/2011

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

- Teaching is good because staff understand how to promote children's learning through play. Children contribute to their own learning file, and as a result, are involved in their good progress.
- Children develop an awareness of safety because they carry out safe routines when preparing to play outdoors and complete simple assessments of risk in the setting.
- Children become independent learners because the setting encourages them to make free choices from facilities and help to plan future activities. As a result, they are secure and confident.
- Robust induction and performance management and safeguarding training mean that staff are knowledgeable and can support and protect children.

It is not yet outstanding because

- Children are not always reminded to wash their hands before eating or preparing food. Consequently, they do not gain the maximum understanding of links between hygiene and health.
- On occasions, older children are not given clear guidance to ensure that they follow acceptable guidelines for behaviour. Consequently, younger children's sense of security is affected.

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 and carried out discussions with staff.
The inspector looked at a selection of policies, procedures and information provided
- by the manager, including the safeguarding procedures and evidence of suitability checks for all staff.
- The inspector reviewed activities undertaken and held discussions about them with the manager.
- The inspector reviewed a selection of children's observation and assessment development files.

Inspector
Lynne Talbot

Full report

Information about the setting

Stevenage Play Learning & Activity Team Ltd 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 Ashtree Primary School & Nursery in Stevenage and is managed by a private company. The club serves the host school and is fully accessible to all children. There are enclosed outdoor areas available for outdoor play. The club employs eight members of staff, all of whom hold appropriate early years qualifications at level 2 and above. The club opens from Monday to Friday during term time only. Sessions are from 3.10pm until 6.15pm. Children attend for a variety of sessions. There are currently 75 children on roll, four of whom are in the early years age range.

What the setting needs to do to improve further

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

- strengthen children's awareness of the importance of hygiene and good health by, for example, monitoring their use of the provided facilities for washing their hands before eating
- extend children's understanding of how to play and learn together, and to develop control over their actions, by consistently reminding them about acceptable behaviour.

Inspection judgements

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

Children show enthusiasm for play and a keenness to attend the club. The staff support children to make free choices from the resources to enhance their confidence and support self-esteem. For example, children settle quickly with the creative materials where they independently select and pour their own paints, choose what size of brush they want, and begin to paint and develop cards and pictures. Children remind each other to wear an apron over their school uniform, showing a developing awareness of both hygiene and simple rules. Children practise their emerging skills with reading and writing, with some settling down to read their library books quietly. Indoor activities are led by the children, combined with those activities planned by staff, and are accessible and flexible. For example, children enjoy playing card games and readily take turns and explain the rules to each other. Construction with bricks provides scope for simple mathematics, while children also include mathematics within their role play. For instance, they use pens and paper to write simple sums for each other as they play at 'schools'. Consequently, children continue to extend their skills and build on what they have learnt in school, which means they are prepared for future moves within their school to new classes.

The staff introduce children to different cultures. For example, they enjoy works related to popular celebrations and events, such as Diwali and Hanukkah. They also complete activities related to other world celebrations, such as Mardi Gras. Children become aware of the local and wider community and world events because they take part in charity fundraising and discuss significant news items. For example, they recently completed work linked with the Remembrance event with the poppies in London. Children use their imagination in many activities. For example, they develop role play with tents and wheeled play items, and they use many smaller role play materials, such as play houses and dolls. This helps them to work cooperatively.

The club provides information for parents regarding the Early Years Foundation Stage. Parents use face-to-face contact with staff to share information. In addition, staff provide a consultation for parents each term, to review children's needs and learning. Staff use this information, and that gathered through observation and in discussion with school teachers, to plan the daily resources in order to promote the next steps in children's learning. The early years coordinator provides a link between the club and the host school, and this helps to ensure consistency in learning. Children enjoy contributing to their learning file and complete several sections themselves entitled 'My profile'. They also take part in discussions to plan activities that they would like to carry out on subsequent days. As a result, children become independent and make choices in their learning. Overall, the play facilities and teaching environment allow children to use the skills and knowledge that they have already acquired and support progress.

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

Children show an interest in the activities available and relate well to their peers and staff, although there is some separation seen between the older and younger groups. Conversations heard between the staff and the children are very friendly and appropriate. Younger children are collected from their school hall and staff use the time spent talking with them to gauge how their day has been. Consequently, staff have a good awareness of the types of activities to offer children at the end of the day to complement those undertaken in school. This relationship means that children develop clear and secure bonds with staff that promote their sense of security. Settling-in arrangements are smooth because each child and family visit the club and carry out an induction where children are asked about their likes, dislikes and favourite activities. This helps staff to offer those favourite activities during their initial attendance to help them to feel secure. As a result, children form good attachments. Children become familiar with new teachers, and other classes in the host school, because they discuss these aspects with older children who attend the club. As a result, children approach any move between classes with confidence because they are secure and well prepared.

Children show a good sense of personal safety and readily carry out simple routines that demonstrate this. For example, when playing outdoors after dusk the children need no reminder to fetch, and wear, high-visibility waistcoats. They also check that staff have the torches with them. Moreover, from time to time, children carry out simple risk assessments within the premises and record what they find using pens, paper and

clipboards. As a result, children develop responsibility for themselves and others through practical activities. This supports them to make independent judgements with regard to personal risk or risks in the environment. Children are generally very sociable. They share their news of the day and plan activities together. Children are aware of the club rules for behaviour that they helped to plan. Staff act as good roles models, speaking calmly and quietly with children and providing them with time to express their views and, mostly, solve disagreements between them. However, despite the developed rules, on occasions some older children are not provided with clear and prompt guidance to ensure that they moderate their behaviour to meet the agreed guidelines. Consequently, this has an impact on the generally calm and secure environment for younger children.

Children's health is supported by regular exercise and fresh air; they have access to the outdoor playground throughout most of the session. They also use the large hall for physical play where they run, make up games, and take part in group games. Children are provided with a meal while at the club. A planned menu ensures that the major food groups are included. Children independently meet their own basic personal hygiene needs during the sessions when using the toilet but are not always reminded to wash their hands before eating or preparing food. For example, while the club provide hand wash gel to be used before children have their tea, children are not always reminded to use it and many do not independently do so before lining up for their food or taking part in cooking activities. Consequently, they do not gain the maximum understanding about how hygiene impacts on their health. Nevertheless, children do take responsibility for placing their crockery and cutlery into a bowl when they have completed their meal. Staff also regularly talk with them about the need to eat nutritious foods, which helps them to consider the need for good food for their health.

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

The manager has a good understanding of the requirements of the Early Years Foundation Stage. Regular reviews of all paperwork and procedures take place to ensure that welfare requirements are met. For example, staff meetings are held frequently to review practice and a communication book is used to make sure that all relevant information is passed on. The manager uses policy and procedure tests with staff to ensure that they continue to understand the policies for the club. Arrangements to safeguard children within the club are robust. Safeguarding training for all staff is completed. There are clearly mapped procedures for monitoring any safeguarding concern within the club. Staff demonstrate an understanding of their role and responsibility, with regard to referral to the appropriate authorities, when necessary. In addition, the staff ensure that children know about their own protection by discussing with them, and recording in their learning file, details of who is a 'safe' person to talk to in the event that they feel unsafe. As part of the safeguarding procedures there are thorough employment, recruitment and suitability checks, which include an induction and probation period of six weeks for new staff. As a result, children are protected.

Systems for monitoring practice are robust. The manager completes supervision leading to a meeting with staff every half term, and this is supported with a review each quarter

year. The staff team embarks on a regular planned programme of training which contributes to the overall improvement. Reflective practice is in place and includes evaluations from children to assess what they like, dislike and would like to have more access to, using written and pictorial questionnaires. Parents' views are also sought. The Early Years Foundation Stage coordinator is responsible for planning for the children in the early years age group, while the manager maintains an overview of how those children are supported and progressing. Since the last inspection, the staff have addressed the recommendations made. They have made the system for monitoring visitors more robust and ensured that emergency evacuation is carried out regularly. Consequently, safety for children is improved. In addition, they have set in place procedures to share information with the teachers in the host school more effectively, in order to ensure consistency in learning. The methods used to reflect on practice demonstrate that there are steps taken to work towards continuous improvement. Parents value the club and staff. They comment that the club is friendly and good value, and that they like the integration of different age groups of children.

Clear risk assessments are in place to ensure safety and minimise risk. Visitors must wear a badge that identifies them; this means that staff and parents are aware of any person not connected with the provision. Children attending the club are all pupils at the host school. The staff speak with class teachers regularly and this helps them to complement the learning experiences within the school. Therefore, children's care is consistent and their development is promoted. There are currently no children on roll who receive support from other agencies. However, the staff are aware of the importance of engaging in professional working relationships with other experts if and when the need arises. There are good partnerships with parents and school teachers, to support the well-being, learning and development of children.

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	EY424269
Local authority	Hertfordshire
Inspection number	870204
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	75
Name of provider	Stevenage Play Learning & Activity Team Ltd
Date of previous inspection	04/10/2011
Telephone number	07514188258

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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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