

The Playstation

Butterstile CP School, School Grove, Prestwich, Manchester, Lancashire, M25 9RJ

Inspection date	15/01/2015
Previous inspection date	07/12/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Staff have a secure awareness of the possible indicators of abuse and what to do if they have any concerns regarding the welfare of a child. Therefore, children are protected from harm.
- Staff have a suitable understanding of the importance of working in partnerships with parents and other professionals. As a result, parents receive daily feedback from staff regarding their child's day. They ensure they pass on to parents any important messages from teachers.
- Children access an appropriate range of resources that support their learning across all areas and they have formed good relationships with their peers.

It is not yet good because

- Staff do not consistently record accurate hours of each child's attendance.
- The quality of interactions and learning varies between staff. Some staff mainly supervise children rather than motivate them to learn. Also, some routines do not maximise children's understanding of social interactions or provide opportunities for them to become increasingly independent.
- Some staff do not consistently ensure that children learn about the consequences of their actions because they do not always give them an explanation to clarify why some behaviours are unacceptable.

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 had a tour of the premises that are used for childcare purposes.
- The inspector and the manager jointly observed children's activities and discussed the learning opportunities.
- The inspector looked at some paperwork, including evidence of the suitability of staff to work with children and their qualifications.
- The inspector discussed the club's self-evaluation with the manager.
- The inspector ensured the views of children and parents were taken into account through discussions.

Inspector

Karen McWilliam

Full report

Information about the setting

The Playstation was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two clubs and operates from the hall and dining room of Butterstile School in the Prestwich area of Manchester. It is owned and managed by Kids United LTD. The club serves the local area and is accessible to all children and there is an enclosed area available for outdoor play. The club employs six members of childcare staff. Of whom, five hold appropriate early years qualifications at levels 3, including one member of staff who has achieved a qualification at level 6. The club opens from Monday to Friday for 50 weeks a year, from 7.35am until 8.55am and from 3.15pm until 5.45pm term time and from 7.45am until 5.45pm during school holidays. Children attend for a variety of sessions. There are currently 61 children on roll, of whom six are in the early years age group.

What the setting needs to do to improve further

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

- ensure that accurate hours of attendance are recorded for each child
- ensure that staff complement each child's day at school by interacting skilfully with them, to consistently build on the skills, which they acquire there and by role modelling good practice that motivates them to learn.

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

- review the organisation of snack time to enhance children's social learning and the opportunities, which they are have to develop their independence further
- support children to learn the consequences of their actions by making sure that staff offer them consistent explanations for any unwanted behaviours.

Inspection judgements

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

Children enter the club happily, they wash their hands and go straight for their snack. However, this routine is not very well organised. For example, children walk around with their snack and they climb over tables. Mealtimes are not promoted as a social occasion by staff because they do not sit with the children and use this opportunity to talk to them about their day at school. During snack time, staff mainly supervise the children rather

than skilfully interact with them. Consequently, the start of the session is a little chaotic. Once snack time is finished, children quickly settle into activities of their choice. Staff open the doors that lead to the outdoors, which enables children to freely choose to play inside or outside for the duration of the session. Staff suitably know the children and ensure the resources that interest them are available. For example, the music player is available for those who like to listen to music and dance. In addition, staff provide some opportunities for children to be involved in the weekly planning by asking them for their ideas on activities, which they would like to do. Staff plan an adequate range of activities that foster children's personal, social and emotional development and support them to form relationships, for example, group sport activities. Throughout the session, children of all ages and from different schools play cooperatively together, sharing resources and delegating roles. For example, young children say they enjoy coming to the club to play with their best friends from another school. Furthermore, older children write lists of children's names who want to play on the games consoles and cross them off when they have had a turn to ensure that all of them have a turn. Staff ensure parents are suitably informed about their child's day. For instance, they feedback to them at the end of their child's session and pass on important messages from teachers, such as any accidents, which they may have had while in school.

Staff adequately complement children's day at school and they have formed suitable relationships with the early years teachers. They speak daily to discuss how the children have been and pass on any newsletters, so that staff at the club can follow some of the themes, which they are interested in. Consequently, they suitably work together to support children's learning and development. As a result, children satisfactorily acquire the skills needed for their future learning experiences. After their busy day at school, children can choose to relax with a quiet activity, complete their homework in the designated quiet room or engage in physical activities outdoors with their friends and staff. Most staff appropriately interact with children challenging and extending their learning throughout the session. However, this is not consistent because some staff merely supervise children and only engage with them when they are giving out instructions. This means that the quality of interactions, which children receive, are not of a consistently good standard.

Staff make appropriate use of the space available to them by using tables to create designated spaces. For example, role-play areas, writing, construction and creative areas. Children enjoy making various objects, such as people and pots with clay. They use a wide range of tools as they design them and they are extremely proud of their creations. Young children competently join and construct with bricks and use number language spontaneously in their play. For example, they inform visitors that they are aged four but they were three before that. Children have adequate opportunities to explore technology and play educational and recreational games as they play on the computer or games consoles. Staff provide a suitable range of resources and experiences that support children's development across all areas of learning.

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

Children are confident, happy and have settled well in the club. They have formed appropriate bonds with their key person and other staff and they play well alongside their

peers. Children are sociable and welcome staff, visitors and their friends into their play. They say they enjoy attending the club. For instance, they say that they like seeing their friends and playing with the dolls. Parents spoken to on the day, say their children love attending and they do not like them arriving early to collect them. Staff suitably support children for their future learning experiences by adequately ensuring they have the skills and confidence needed.

Children generally behave well at the club. This is because staff are suitable role models, they are polite and courteous and use some strategies to positively manage children's behaviour. For instance, they have a discussion with children regarding the use of the games consoles and give them the responsibility of implementing the rules fairly. Although, staff reinforce some messages to support children's awareness of keeping themselves safe, such as while they are using knives during activities, their guidance is not consistent. Some staff do not always give children explanations for their unwanted behaviours. For example, when staff notice children on the tables, they ask them to get down but do not explain why. This does not support children to consistently learn about the consequences of their actions. Children have access to a suitable range of clean, safe, accessible and age-appropriate resources that support all areas of their development.

Children are offered healthy snacks. In addition, fresh drinking water is constantly available for children to help themselves whenever they want a drink. However, best use is not made of this part of the session because snack time is not supported by staff to be a social occasion and children are not given the opportunity to serve themselves. This means that they do not maximise opportunities to support children's independence or promote discussions between staff and their friends. Some hygiene procedures are implemented. For example, children wash their hands before snack and they play and learn in a clean environment. In addition, children are free to play outdoors throughout the session. This means that children have plenty of opportunities to exercise in the fresh air and access a range of equipment to support their physical development.

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

The leadership and management team have a suitable understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. However, registers do not consistently record accurate hours of children's attendance. This is a breach on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Staff have a secure understanding of the possible indicators of abuse and know what they must do if they have any concerns regarding the welfare of a child in their care. Furthermore, they are clear about what procedures to follow if there are any allegations that question the suitability of any adults who work alongside the children. All new staff have an induction, so they are clear about the club's policies and procedures from the outset. Also, safe recruitment procedures ensure all adults who do work alongside the children, are suitable to do so. Staff complete daily risk assessments of the environment and effectively deploy themselves indoors and outside to ensure children are supervised well. As a result, children are protected from harm while attending the club.

The manager has implemented ways of checking the performance of staff through supervisions and appraisals. These systems suitably identify some of the training needs. Therefore, children are cared for by a committed team who have a satisfactory knowledge and understanding of their roles and responsibilities. Self-evaluation is adequately used to reflect on and improve the quality of the service, which they provide and the views of parents and children are sought through discussions. Staff reflect on the activities and experiences, which they provide for children to ensure that they impact positively on their enjoyment of the club. In addition, the leaders and managers have satisfactorily addressed the previous actions and recommendations that were raised at their last inspection. Consequently, there is always at least one member of staff on site while the children are present with a current first-aid certificate. The resources are always available and accessible to children. Staff have introduced ways of forming partnerships with other settings that the children attend to improve communication between them. In addition, the manager has introduced ways of reflecting on and evaluating their service. Therefore, staff have made some meaningful improvements to the club by ensuring that children's welfare is better protected and by making some improvements to the play and learning environment.

Partnerships with parents are positive and comments during the inspection indicate they are happy with the club. They say their children love attending and they have settled in well. Partnerships with other professionals have satisfactorily improved. Staff liaise daily with early years teachers and continue to take steps to form relationships with the older children's teachers, in order that they all work together to meet their needs. This shows that staff understand the importance of maintaining links with schools to suitably promote a complementary and consistent approach to children's learning and development.

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:

- 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)
- 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	EY294338
Local authority	Bury
Inspection number	820119
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	61
Name of provider	Kids United Ltd
Date of previous inspection	07/12/2011
Telephone number	07866366438

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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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