

Playhouse Out of School Club

Tameside Primary School, Price Road, WEDNESBURY, West Midlands, WS10 0EZ

Inspection date	3 November 2016
Previous inspection date	9 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Children who have special educational needs or disabilities are supported well at the club. Staff work with parents to identify how to support children. Managers utilise staff who are trained on supporting children with special educational needs. Therefore, staff meet these children's needs fully and promote good experiences at the club.
- Staff practice is very strong. Staff provide a good range of activities and place a strong emphasis on promoting the play principles.
- Children and parents rate the club highly. Parents feel staff care for the children well and there is a fantastic range of activities for children. Children say the club is fun and the toys are great.
- Partnership with parents is effective. Staff give them detailed feedback at the end of each session. Staff use information from parents to provide activities that build on children's interests and skills from home.
- Children are very well behaved. Staff manage their behaviour effectively and positively. Children and staff work together to set rules for the club.

It is not yet outstanding because:

- Although partnership working with schools is well established, staff do not seek enough information about what children are learning in school. Staff are not equipped as well as possible to complement or build further on this learning.

What the setting needs to do to improve further

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

- develop partnership working further so there is a good flow of information about what children are learning in school, and complement the learning that takes place elsewhere to help children build further on what they already know and can do.

Inspection activities

- The inspector observed the quality of activities available indoors and outdoors. He spoke to staff and children throughout the inspection.
- The inspector observed activities outside with the manager.
- The inspector held a meeting with the manager, assistant manager and play development worker. He looked at relevant documentation, such as the club's self-evaluation systems and evidence of the suitability of staff working in the club. He also looked at how the provider checks the suitability of the premises.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff attend child protection training. They are aware of the Local Safeguarding Children Board procedures for reporting abuse and neglect. Staff assess the potential hazards in the club and take the necessary steps to minimise them to help keep children safe. There are effective systems in place to evaluate the club. The managers regularly seek the views of parents, staff and children. They use this information to identify their strengths and areas for improvement. They have recently improved information available for parents about what children have achieved whilst at the club. Managers carry out regular supervision and appraisal of staff. This enables them to challenge practice and identify training needs of staff. Managers support staff to improve their qualifications to help raise the quality of their practice even further.

Quality of teaching, learning and assessment is good

Staff carefully match activities to children's interests, needs and skills. This enables children to develop their ideas, try new things and build on their existing play ideas. Staff promote children's creativity and imagination well. They teach them how to knit and make wool pom-poms that look like fireworks, as they celebrate Bonfire Night. Children can play inside and out for much of the session. Staff facilitate group games outside, that promote children's teamwork and to help them follow instructions. For example, when playing the game 'stuck in the mud', they listen for their team colour and work together to avoid being out of the game. Children are included in the planning of activities and are independent in leading their own play. They ask to use the computer to develop their computer skills and request the dolls are available to play with. Staff talk to children about their day at school. For example, children share their pictures of Diwali lamps that they have coloured at school. This enables children to share their knowledge of what they have learnt from school.

Personal development, behaviour and welfare are good

Staff have good relationships with children. They get to know them well when they first start through the All about me form. Staff use this information to provide activities that children like. This helps children new to the club to settle quickly. Children's self-esteem and confidence are promoted through the effective key-person system. Staff regularly spend time with their key children as they complete activities together. Key persons regularly praise children for their efforts and take photographs of their achievements. Staff promote good values with all children. They encourage them to share toys, respect each other's differences and understand that all children are different. Staff promote a healthy lifestyle well. They create nutritious menus using the views of children. Staff promote outside play to help children develop their physical skills and be active. Good hygiene routines are well developed, for example, children routinely wash their hands before mealtimes.

Setting details

Unique reference number	EY442805
Local authority	Sandwell
Inspection number	1065858
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	45
Number of children on roll	60
Name of registered person	Playhouse Afterschool
Registered person unique reference number	RP531404
Date of previous inspection	9 May 2013
Telephone number	01215560340

Playhouse Out of School Club was registered in 2012 and operates from the site of Tameside Primary School. The club employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2, or above. The club is open each weekday during school term time, from 3.30pm to 5.45pm. A playscheme operates each weekday during some school holidays, from 8am to 6pm. The club cares for children who have special educational needs or disabilities.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

