

# The Play-Station OOSC

Holy Family Catholic Primary School, Hall Lane, Leeds, West Yorkshire, LS12 2LH



<b>Inspection date</b>	8 March 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- The owner/manager is focused on providing high quality out-of-school and holiday care. She works closely with her staff team to meet the individual needs of each child.
- Staff have a good understanding of how to support children in the early years foundation stage age range. They provide an environment to help children experience all seven areas of learning.
- Staff are good role models who have high expectations of all children. Children respond well to this and their behaviour is very good.
- Staff work hard to ensure that children are secure and safe during their time in the setting. They use risk assessments to help keep the environment free from hazards. Children are supported to follow good hygiene and health routines.
- Partnerships with parents, other settings, professionals and agencies are good. Staff understand the importance of working with others to ensure children are well supported as they move between home and different learning environments.
- Children build secure relationships with staff and are eager to share their daily achievements in school. Staff provide a comfortable environment where children can spend time relaxing, feel listened to and have their successes celebrated.

### It is not yet outstanding because:

- Self-evaluation systems are in their infancy, not yet fully embedded in practice and not closely focused on assessing the quality of practice.
- Sometimes, staff do things for children that they are capable of doing themselves.

## What the setting needs to do to improve further

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

- strengthen self-evaluation in order to more precisely assess the quality of practice and use this as part of improvement planning
- extend opportunities for children to develop greater independence and do more things for themselves.

### Inspection activities

- The inspector took a tour of the setting.
- The inspector spoke to the manager and staff about their role to protect children from harm and how they make sure children are safe in the setting.
- The inspector spoke to the manager and staff about their role to promote children's physical and emotional needs.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector took into account the views of parents.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager ensures that children are closely supervised and staff are deployed well. All staff have attended paediatric first aid and safeguarding training and understand the signs and symptoms of abuse. They know what to do if they have concerns about a child's welfare or development. Safe recruitment and vetting processes are in place. Induction, supervision and appraisal systems work well. Staff help children to understand dangers and learn how to stay safe. Children are involved in developing appropriate rules and routines and gain a greater understanding of their purpose. The views of parents and children are sought, valued and acted upon. All staff help to ensure that the setting continually improves and meets the needs of children and their families. There are good communication systems between parents, the school and the setting staff. This ensures that information is shared and parents feel well informed.

### Quality of teaching, learning and assessment is good

The experienced and well-qualified staff team has a good knowledge of child development and playwork. They plan interesting and challenging activities and experiences that build on and extend children's learning in school. Children are enthusiastic, keen to try new activities and enjoy the time they spend in the setting. A group of children show good concentration skills as they follow instructions and create shaving foam pictures. Others sit alongside staff and play their favourite matching card game. Staff talk to children as they play, encouraging them to share their thoughts and ideas as they play. Children are able to follow the rules of conversations well. Staff sensitively support children to be inquisitive and investigative learners. They ensure that children can make choices and lead their own play. Children have opportunities to spend time inside and outdoors. Staff help children follow their interests and develop new ones. Displays show what children have been doing and learning while in the setting.

### Personal development, behaviour and welfare are good

Children and their parents are warmly welcomed in the setting. Staff spend time getting to know them during their flexible settling-in periods. This helps to ensure that children quickly feel comfortable and safe. The key-person system is in place and supports the emotional and physical well-being of all children. Staff know children's individual dietary needs well and provide children with wholesome and nutritious foods. Drinking water is available to ensure that children are well hydrated. Children are encouraged to get fresh air and exercise and understand how to make healthy lifestyle choices. Staff ensure the environment is developmentally appropriate and well organised. They help children to be kind to one another. Children of all ages cooperate and play well together. Older children are supportive and show consideration to their younger friends. This helps to create a family feel in the setting.

## Setting details

<b>Unique reference number</b>	EY491866
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1021079
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 10
<b>Total number of places</b>	10
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Harriet Teresa Smith
<b>Registered person unique reference number</b>	RP907146
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0113 2143563

The Play-Station OOSC was registered in 2015, is privately owned and situated within Holy Family Catholic Primary School, Armley, Leeds. The setting is open Monday to Friday from 8am to 8.55am and from 3.15pm to 6pm during term time and from 8am to 5.30pm in school holidays. There are four members of staff. One member of staff holds an appropriate early years degree and three hold appropriate qualifications at level 3.

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