

The Play-Station OOSC

Christ The King Catholic Primary School, Kings Approach, Leeds, LS13 2DX



Inspection date	16 March 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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 experienced manager and her highly qualified deputy ensure that they appoint well-qualified staff, who are committed to providing the best possible quality out-of-school care and learning for all children. Together, they plan a range of activities and experiences that helps children develop skills and knowledge across all areas of learning.
- Staff have a strong focus on keeping children safe. Robust health and safety policies and procedures are in place and can be seen in practice. All staff are trained in safeguarding and paediatric first aid. Staff ensure that children are safely escorted to the setting.
- Staff have very good relationships with both the schools that children attend. They gather information from teachers about children's achievements and needs. Staff use this information to plan activities that complement, consolidate and build on what children are learning at school.
- Children behave extremely well. Staff praise positive behaviour and act as very good role models. They develop trusting relationships, promote emotional well-being and treat children with respect. These help children to feel secure and well cared for.
- Children are well supported when they start in the setting. Staff work with parents and ensure that they provide for children's individual needs and interest, helping them to settle. Parents feel well informed about children's learning and time spent in the setting.

It is not yet outstanding because:

- Although staff are committed to extending their skills and knowledge, opportunities for continued professional development are not yet closely focused on what will help them to raise their already good practice to an even higher level.

What the setting needs to do to improve further

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

- seek professional development opportunities to help raise the quality of staff's practice to the highest possible level.

Inspection activities

- The inspector viewed the areas of the building used by the setting.
- The inspector spoke to the manager, the deputy 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, the deputy 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 spoke to parents and took into account their views.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager, the deputy manager and staff have a very good understanding of their child protection role. They know the procedures to follow if they have concerns about a child's welfare or development. Risk assessments are used effectively to minimise hazards. Children are closely supervised and helped to recognise dangers for themselves. Recruitment procedures are focused on ensuring that staff are suitable to work with children and understand the importance of learning through play. Induction, supervision and appraisal systems are embedded and working effectively. The manager and the deputy manager seek the views of staff, parents and children to help highlight their current strengths and any areas for improvement. This helps to ensure that staff meet the needs of families. Parents express their gratitude for the flexible service offered. They feel staff know their children very well and provide them with high quality and fun learning experiences.

Quality of teaching, learning and assessment is good

Children are excited and enthusiastic learners, who are happy to spend time in the welcoming setting. Staff provide lots of opportunities for children to make their own play choices and plan inviting activities that interest them. For example, children become engrossed for long periods in a printing task. They select and use a range of coloured paints, carefully applying them to the head of a potato masher and pressing it onto their paper. Children are delighted with their multi-coloured designs and inspired to continue with different colour choices. Throughout the activity, staff use clear instructions and offer children support and encouragement. They clearly understand the importance of letting children try for themselves, helping them to persevere when they find tasks tricky. However, they step in with practical support when it is needed. Staff help children to develop skills and knowledge across all seven areas of learning. They promote thinking and problem-solving skills while they play alongside children. These help children to develop confidence and become less reliant on adults.

Personal development, behaviour and welfare are good

There is a buzz of excitement as children enter the setting. They chatter to each other and to staff as they share their experiences and learning from home and in school. The well organised and inviting learning environment means that children are quickly engaged in games and activities of their choosing. Staff spend time with children, get to know them as individuals and help them to develop new interests and build friendships across all ages. They help children to be independent, do things for themselves and understand why they need to follow the setting rules. Staff ensure that children know how to be healthy and the importance of hygiene routines. Children are polite, have good manners and show respect for the opinions and ideas of others. At circle time, children take turns to talk about their day and show an interest when others speak. Children enjoy sitting together for meals; a time when they decide what they would like to eat and talk with their friends. Staff use this opportunity to help children develop social skills and understand how to behave in different situations.

Setting details

Unique reference number	EY491897
Local authority	Leeds
Inspection number	1021080
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	12
Number of children on roll	38
Name of registered person	Harriet Teresa Smith
Registered person unique reference number	RP907146
Date of previous inspection	Not applicable
Telephone number	0113 2146106

The Play-Station OOSC was registered in 2015 and is situated within Christ The King Catholic Primary School in the Bramley area of Leeds. The setting opens Monday to Friday during term time only. Sessions are from 8am until 8.55am and from 3.15pm until 6pm. There are four members of staff. One of whom holds an appropriate qualification at degree level, two hold an appropriate qualification at level 3 and one at level 2.

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