

# Southway Playcare

Southway Community Centre, Hendwell Close, Southway, PLYMOUTH PL6 6TB



<b>Inspection date</b>	25 April 2019
Previous inspection date	20 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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 enjoy their time in this welcoming, stimulating and nurturing setting. They access a wide range of different spaces and activities which match their interests.
- Children's physical and emotional well-being is promoted well. They are confident, active and independent learners. Children show a growing awareness of how to keep themselves safe and manage reasonable risks and challenges.
- Staff are positive role models. They interact well with the children and work as a team. Children are excited by staff who join in their play, extend their ideas and celebrate their successes.
- Children's behaviour is good. Staff have high expectations of children's behaviour, having clear rules and boundaries for safe play. For example, ball games are limited in the large hall, so that others have the opportunity to use equipment such as scooters and bicycles.
- Staff are skilful in ensuring play and relaxation time is child-led. For example, a child spends time relaxing by looking at books with an adult and, when they are ready, moves on to paint a picture with another child.
- Children confidently make choices and independently develop friendships with other children who attend. Older children support the younger children, showing them what to do and modelling play.
- Managers support staff to develop their skills through effective supervision, appraisal systems and training. For example, recent training in play and engagement has made staff more focused on their role in extending children's play experiences.
- Staff do not always promote health and access to fresh air by using outside learning opportunities during the sessions.

## What the setting needs to do to improve further

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

- review opportunities for outside learning and play, to encourage children to access daily fresh air experiences.

### Inspection activities

- The inspector visited all areas of the premises used by the club.
- The inspector spent time observing the children and staff interactions during the play session.
- The inspector spoke to parents and children, and read written feedback, taking account of their views.
- The inspector spoke with staff about their understanding of safeguarding.
- The inspector sampled documentation, including policies, children's records and staff suitability checks.

**Inspector**  
Dilys Vincent

## Inspection findings

### Effectiveness of leadership and management is good

This is an effectively managed out-of-school club with a strong focus on improving play and learning for the children who attend. Safeguarding is effective. Staff have a secure understanding of their role in safeguarding. They know the possible signs and symptoms that may indicate abuse, and what to do in the event of a concern about a child's welfare. Suitable adults care for children, as vetting procedures for the recruitment and induction of staff are robust. Effective risk assessment systems are in place. Successful links have been made with local schools, so that staff know about the children's day and any support needed for the child can be continued. There are strong links with parents, who are kept well informed of their children's experiences. Parents comment on how the club is a vital aspect of their community. Children talk confidently about what they enjoy doing and how the staff are kind and caring.

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

Staff know how to support and guide children's learning effectively in this type of provision. Staff know the children well. They take time to find out about children's interests and set the activities in the room ready for children on entry. They encourage children to make their own choices about who will be their key worker. Children play cooperatively and imaginatively in role play, as they organise themselves and take on different roles and characters. Younger children practise new skills, such as dressing the dolls and making the dinner. Staff plan effectively to ensure activities provide challenge and interest to the range of different age groups and abilities. For example, at the painting table children access a range of paints and tools to explore mark making. Younger children explore with their hands, mixing colours, while older children develop their ideas with different sized paintbrushes. Staff skilfully use questions to encourage children to extend their thinking and problem-solving skills. Children find out about the wider world and different cultures and diversity through access to a range of resources, such as books, role-play resources, dressing-up clothes and experiencing different celebrations.

### Personal development, behaviour and welfare are good

Children enthusiastically enter the play club looking for friends from other schools. They play throughout the session, moving between different rooms and activities with excitement. Staff have a very warm rapport with the children and they listen to them with genuine interest. Children take ownership of their club and play cooperatively together. For example, children work together to complete a jigsaw puzzle. An older child reads a story to a younger child, encouraging them to count and find animals in the pictures. Children work with staff to prepare snacks for the others and serve them at snack time. Children immediately stop and listen when an adult speaks; they are polite and considerate of others. They know the routines and what is expected. For example, as soon as snack time is announced the younger children immediately go to wash their hands and line up at the snack room. All children are confident, secure and show good levels of self-esteem.

## Setting details

<b>Unique reference number</b>	EY472155
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10075632
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	5 - 10
<b>Total number of places</b>	80
<b>Number of children on roll</b>	103
<b>Name of registered person</b>	Southway Playcare CIO
<b>Registered person unique reference number</b>	RP907547
<b>Date of previous inspection</b>	20 July 2016
<b>Telephone number</b>	01752703581

Southway Playcare registered in 2014 when it became a charitable incorporated organisation. It operates from the Southway Centre in the Southway area of Plymouth. The scheme is open from 3pm to 6pm, Monday to Friday, during term times and from 8am to 6pm during school holidays. It is closed for two weeks over the Christmas period and on bank holidays. The setting employs 11 staff, nine of whom hold childcare qualifications at level 2 and above.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

