

Playtime Kids Club

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Playtime Kids Club is an out of school and holiday care provision registered in 2005. It is privately owned and operates from Kings Road Primary School library annex, located in the Old Trafford area of Manchester. The children have use of the hall, library and associated facilities, including a computer suite. There is a garden for outdoor play.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for 48 children from three years to under eight years at any one time. Although older children may also access the club. Currently, there are 37 children on roll, of whom two are in the early years age range. The staff support children who are learning English as an additional language. The club is open during school term time from Monday to Friday from 7am to 9am and from 3.15pm to 6.30pm. During school holidays, the club operates from 7.30am to 6.30pm. There are six staff who work directly with the children, three of whom hold a relevant childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the children make good progress in their learning and development due to the professional approach of the staff team. The dedication and direct involvement of all staff reflects positively in this quality provision. There is a strong commitment to reflective practice and a good capacity to make continuous improvement. Children are cared for in a spacious and well-equipped premises which supports their independence. They receive effective support from the staff who, generally, use resources well to enhance learning. Strong partnerships between staff and parents successfully contribute to continuity of care and effective arrangements are in place to promote children's safety and health.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- pose challenging questions to stimulate children's learning, for example, when they are playing on the static apparatus in the outdoor play area
- provide a wide range of materials, such as clay, that encourage children's manipulative skills.

The effectiveness of leadership and management of the early years provision

Safeguarding is a high priority within the club and there are robust systems in place to ensure that staff complete relevant checks. Staff successfully promote

children's welfare through continually updating their knowledge about safeguarding issues. As a result, the parents are fully aware of the staff team's responsibilities. The premises are secure, with an effective arrival and departure procedure, to enhance the children's safety.

The manager successfully encourages ambition and drives improvement. She skilfully and consistently communicates high expectations of her staff. This results in them having a strong commitment to developing the provision to improve outcomes for children. All staff contribute to a method of self-evaluation, for instance, sharing ideas during staff meetings to identify areas that require attention. Practice is constantly reviewed and assessed, with areas for improvement taken forward. For example, the staff are working closely with the local school teachers to further their understanding about different methods of observing children. This supports the staff in identifying the children's next step in learning and helps to ensure they experience a wide range of interesting and challenging activities.

The rooms the children have access to are spacious, well-maintained and well-resourced. Children have a good quality environment which supports the learning and care of the different age groups. Toys are well organised which allows children to reach them with ease. Staff imaginatively create areas, such as, a home corner and book area, where the children play happily and in contentment. Children are learning to care for their toys effectively, making use of recyclable materials to further their understanding about sustainability. Children have the advantage of accessing the school playing field, where they indulge in a broad range of physical play.

Staff actively promote inclusive practice. They know children well and provide for their individual needs effectively. Staff use positive language to help children respect others and all children have equal access to the resources available. Children clearly enjoy learning about other cultures and celebrate major festivals with enthusiasm. Toys and resources reflect positive images of diversity, including age, gender and culture. The staff are good role models, which the children emulate, which makes for a happy and harmonious club, where they learn and develop contentedly.

Partnership with parents is strong and results in staff meeting children's individual needs to a good standard. Parents report positively on the quality of care and appreciate the flexibility the staff provide to support their children's care needs. The staff work well with other providers who deliver the Early Years Foundation Stage to enhance continuity in children's care and education. Transition into school is supported effectively as staff share a close relationship with a few local schools to enhance continuity of care and education.

The quality and standards of the early years provision and outcomes for children

Staff place a strong emphasis on children adopting a healthy lifestyle. For example, they support children effectively in choosing healthy foods during snack time, and helping them learn which foods are beneficial for their growing bodies. They are learning swiftly about the importance of good personal hygiene in the comfort of the club. Children have daily opportunities to access the outdoor play areas in all weathers, for example, taking full advantage of the snow to have fun and to make patterns and build snowmen. They are encouraged to take their learning outdoors, for instance, when making rubbings, and in warm weather, the children enjoy learning to knit whilst sitting in the garden.

Children are keen to demonstrate an ability to stay safe, such as holding scissors carefully. They are secure in the presence of the staff, sharing warm relationships. They are growing in confidence and display high levels of self-esteem. Regular risk assessments are completed in each room as well as in the garden to ensure children can play safely.

The children are extremely polite as they learn to respect each other, take turns, help tidy up and discuss feeling happy or sad during play. They respond positively to the praise and encouragement of staff, this increases their confidence and self-esteem. Children have opportunities to develop their skills for the future as they access computer facilities as well as a computer suite within the school. Children are inquisitive and ask questions of the staff who reply using language that children can easily understand. Staff sit at the children's level and make eye contact while chatting to them. This entices children to engage in longer conversations and helps to extend their vocabulary. Children play happily alongside their friends and are learning to resolve situations by themselves, such as, to seek a cloth to mop up spilt juice.

The staff have a good knowledge of the Early Years Foundation Stage framework, resulting in the children making good progress in their learning. Staff plan a wide range of interesting and purposeful activities that challenge the children's thinking, such as learning to sew. The staff are aware of individual children's stage of development as they know the children extremely well. Sensitive observations are made of the children whilst at play to gauge their level of attainment and allow the staff to plan for their next steps in learning. Children make use of recyclable material to create models of their choice, although, there is little material to encourage manipulation, for example, clay. Children are learning to problem solve when they weigh and measure ingredients for cooking and when they lay the table for snack. They sing counting songs and rhymes and confidently demonstrate to visitors how they write their name as well as simple words. The staff organise a welcoming reading area, where children happily select a book of their choice and sit quietly whilst pretending to read the words. The children enjoy taking part in physical play in the garden, although, the staff do not pose challenging questions when they make use of the large static apparatus.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met