

PlayFit - Dovelands Primary School

Dovelands Primary School, Hinckley Road, LEICESTER, LE3 0TJ

Inspection date

07/10/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The successful implementation of the key person system enhances the relationship with children and their families. Children develop secure trusting relationships with their key person and other staff.
- There is a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves.
- Staff are good role models. They are deployed well, use consistently applied strategies and provide a clear guidance for children about what is acceptable behaviour. Therefore, children know what is expected of them, behave well and develop an awareness of how their behaviour affects others.
- Staff are sensitive to the children's thinking and learning when deciding when to interact and when to value the child's independent play.

It is not yet outstanding because

- Opportunities for children to be even more selective about activities are not readily available as they are not aware of all of the resources, toys and equipment.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the club in both indoor and outdoor spaces.
- The inspector spoke with the area manager, manager and staff at appropriate times throughout the inspection.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion.
- The inspector conducted joint observations with the manager during the inspection.

Inspector

Patricia Bowler

Full Report

Information about the setting

PlayFit at Dovelands Primary School was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, owned by PlayFit Kids Club Ltd. It is situated in a purpose built mobile classroom in the grounds of Dovelands Primary School in Leicester City. The club provides care for children attending the school. Children have access to a classroom in a mobile, large hall, computer room, kitchen, library and an enclosed outdoor play area.

The club employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two are qualified Sports Coaches. One staff member holds Qualified Teacher Status and a further staff member is currently training to level 3.

The club opens Monday to Friday, all year round. Sessions are from 7.30am until 9pm and 3.15pm until 6pm during term time and from 7.30am until 6pm during holiday periods. Children attend for a variety of sessions. There are currently 24 children attending who are in the early years age group.

What the setting needs to do to improve further

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

- improve opportunities for children to be even more selective about activities by providing information on resources, toys and equipment. For example, with the provision of a catalogue of these so they can make selections to be incorporated into the planning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

PlayFit at Dovelands Primary School provides before and after school care for children on the Early Years Register and older children attending the school. Friendships are established as older children take on nurturing roles for those younger than themselves creating a warm, welcoming environment. Children are cared for by qualified staff who have a secure knowledge and understanding of the Statutory framework for the Early Years Foundation Stage and qualified sports coaches who provide a range of physical activities. They are effectively safeguarded through robust procedures during the transfer of care to and from the school.

Staff liaise closely with teaching staff to share relevant information to ensure parents are

alerted, for example, of messages from school about allotted times for parent evenings. PlayFit staff are well known within the school being greeted warmly as they collect children from designated meeting points. Discussions take place to inform them of any issues which children have experienced in school and to support children's continuing progress and development. Consequently, children's individual needs are met well in the transfer of care.

Children behave very well as they walk from the school to the mobile within the school grounds. They are greeted warmly and settle quickly, deciding whether to play indoors or outdoors. Outdoor activities are hugely popular, especially for older children. They eagerly enter into a football training activity, practicing agility skills and ball control before engaging in a game, supported by sport coaching staff. Younger children display developing physical skills as members of their team running, passing the ball and scoring goals. The school playground provides opportunities to extend physical play where they can climb and balance on static equipment. They also sit in quiet areas engaging in peer group discussions. Children make active choices taking the lead in steering their play. The busy indoor environment provides opportunities to take part in creative activities using crayons, paint and felt tip pens. A group of children work cooperatively to create a large scale picture, completing their own section and discussing enthusiastically how this fits into the finished product. An interest in super hero play is supported as staff are requested to help make 'superhero' cloaks from black bin liners. Children help to cut 'zig zag' hems and enjoy running outside with these securely taped to their clothes. The opportunity is used well to discuss the risks involved with plastic bags, which children understand to promote effective safety awareness. Low-level storage units enable children to access resources and add to activities. They act out familiar roles in the home play area with a range of resources including dolls and dressing up clothes. Quiet areas are well resourced with books to suit all ages including early reading books for shared stories and reference books used for homework support.

Children build good relationships with staff. They laugh at jokes in relaxed conversations as they share information about their day and help with organisational tasks as they arise. Staff acknowledge children's age related independence as they take responsibility to arrange chairs around the tables for tea and help to carry and tidy away equipment for outdoor play. Children play a vital role in organising their time and play. Older children write suggestions, which they place in a designated folder to record their preferences which staff incorporate into the planning to support their ideas. However, as younger children are not always aware of the full range of equipment and resources, and are not as proficient in their recording skills so their ideas are sometimes missed.

Each child is recognised for their uniqueness and no individual is disadvantaged. Observations and assessments accurately support children's personalised learning. Partnerships with parents are good to maintain the sharing of information and effective communication.

The contribution of the early years provision to the well-being of children

Children are cared for in a welcoming and inclusive environment. Staff, who know children very well, take care to ensure their individual needs are met. Relationships with parents and school staff during the transfer of care maintain children's safety and support effective communication links. Key persons have access to children's individual development records established by reception class teachers. This enables them to identify achievement levels and follow current themes to fully support children in the early years.

Children are independent in their personal care accessing familiar facilities within the club. They follow effective hygiene practices, for example, washing their hands before tea to minimise any risk of cross-infection. A planned menu promotes healthy options including salad, raw vegetables and fresh fruit. Children enjoy a pasta meal and help themselves to drinks of water and diluted fruit juice as they require. Social skills are enhanced as children spontaneously use polite manners as they receive their food and take their own crockery and cutlery to be washed following the meal. Children discuss meal options to include in future menus, which are displayed so parents can view. Staff are vigilant to record any specific medical or dietary requirements to ensure these are provided for. Accurate records are maintained for accidents and any action or intervention taken by staff. Parents sign to acknowledge being informed and contact details are recorded should they need to be contacted in an emergency.

A range of positive methods help children to understand appropriate behaviour with clear explanations, praise and encouragement. As a result, they know what is expected of them, behave well, take turns and develop an awareness of how their behaviour affects others. Children acknowledge boundaries, identified with coloured cones, to stay within designated areas on the playground and listen carefully to staff during organised activities to follow guidance and instructions. This helps them to understand about keeping safe.

Children learn about the wider world through positive images to reflect difference and diversity. Books, posters, wall displays within the club help children to value themselves and others. They take part in various activities, supported by staff to celebrate in a range of special events and festivals.

The effectiveness of the leadership and management of the early years provision

Children are safeguarded because the designated person has attended training to level three and ensures staff have an acute understanding of their role and the action to take, should they have concerns relating to children or adults providing care. Detailed policies and procedures work effectively to support working practice, including accurate records of children's attendance. These are completed as children are escorted into school in the morning and parents sign when collecting their children after-school. Robust recruitment, vetting, induction and appraisal systems ensure those working with children are suitable to do so including Disclosure and Barring Service checks. Staff are required to confirm their ongoing suitability and any changes which may affect this. Children's safety is further supported through risk assessments, systematically reviewed, and amended as necessary, to minimise potential hazards. All staff hold current certificates in first aid and food hygiene and subsequently children's health and welfare are maintained.

Children are highly valued within the club. They play an active role in planning and organising the environment and activities. Discussions with children highlight their eagerness to attend and the positive relationships they have with staff. When talking about what they like best they include 'meals, outside play opportunities and extended friendships with peers'. Parent views are obtained through daily discussions as they collect their children. They know staff very well. Those spoken to during the inspection confirm a total commitment by staff to provide a high quality service where their children are happy, relaxed and engaged in a range of exciting activities. Actions taken by the setting since the last inspection have resulted in improvements especially in relation to the recruitment of qualified staff with early years experience. This has led to significant developments in the educational programme to maintain continuous progress and learning through good quality play provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY414547
Local authority	Leicester City
Inspection number	891475
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	78
Name of provider	PlayFit Kids Club Ltd
Date of previous inspection	not applicable
Telephone number	01162857716

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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