

PLAYHUB

Hale C of E Primary School, Hesketh Road, Hale Village, LIVERPOOL, L24 4AN

Inspection date

16/01/2014

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

- Children enjoy a wide and interesting range of activities to support their continued learning and development through play. The activities are very well resourced to meet children's needs.
- Partnerships with the host school and parents are very effective in ensuring children feel safe and confident.
- Children are confident, respectful and supportive and are keen to say what they like about the Playhub.
- Effective monitoring of the whole setting ensures that children continue to make good progress towards the early learning goals.
- Playhub is flexible in its provision, in order to effectively meet the needs of children and families.

It is not yet outstanding because

- Occasionally opportunities to further extend children's independence are not fully exploited.
- Staff appraisal is at an early stage and is not yet fully embedded in practice, in order to ensure sustained improvement within the new staff team.

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 in all areas of the setting and talked to staff and children at appropriate times during the inspection.
The inspector looked at a range documentation including policies, evidence of staff suitability, planning and assessment, children's records, risk assessment and safeguarding procedures.
- The inspector carried out joint observations with the manager.
- The inspector took account of the views of parents and the host school.

Inspector

Dorothy Williams

Full report

Information about the setting

Playhub was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is situated in Hale C of E Primary School, in Hale village, Liverpool. Playhub uses a variety of rooms within the school for childcare and there is an enclosed area available for outdoor play. The provision employs three members of staff, including the manager. All of whom hold appropriate early years qualifications in childcare at level 3 and above. The setting opens Monday to Friday, during term time only. Sessions are from 7.30am until 9am and from 3pm until 5.45pm. A holiday club runs from 8am until 6pm during school summer holidays. Children attend for a variety of sessions. There are currently 31 children attending, five of whom are in the early years age group. The setting supports children with special educational needs and/or disabilities. Playhub receives support from the local authority and is a member of the Out of School Learning Alliance.

What the setting needs to do to improve further

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

- provide ample opportunities for children to further develop independence. For instance by helping to prepare snack, cutting fruit and vegetables and making their own sandwiches from a selection of fillings
- embed systems for staff appraisal and supervision to show sustained improvement and further improve staff involvement in all areas of the setting.

Inspection judgements

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

Children receive a warm and friendly welcome to the Playhub. They enjoy a wide and varied range of well-resourced activities that support and promote their continued learning and effectively meet their needs. Younger children are very well supported because staff plan for their individual development in conjunction with the host school. This good planning, along with good quality teaching, means that children continue to develop skills and attributes needed for future learning. The setting is well organised so that children can make good choices to support their interests and play. For instance, children enjoy construction with bricks to make structures for their play figures. They use computers to extend their knowledge and understanding of the world and have the opportunity to play active games, using up-to-date technology. The planned activities cover the seven areas of learning. There is a strong emphasis on the interests of the children and they display the attributes of fully engaged active learners. Groups of mixed aged children happily play together and learn from each other. Staff are thoughtful to ensure all children are

included. For example, they encourage older children to support younger ones when completing craft activities, such as, making super hero figures. Children are keen to help each other and to find resources as required. They are eager to join in and there is a very effective level of communication between children and staff. Staff talk to children clearly and use appropriate language, offering correct words in context. This further supports communication skills and learning.

Staff know the children well because they take time to meet them and their parents during the initial registration. Staff gather a good deal of information from parents, children and the school. Parents are given the opportunity to attend taster sessions or to stay and play with their children. Through initial information and observation, key persons establish children's starting points and use this to effectively plan for next steps in learning. Good observation, assessment and planning ensure that children's needs are well met. Staff develop learning journals for younger children. Tracking sheets, along with well annotated photographs, observations and assessments, evidence the progress individual children make throughout the term. These are shared with parents and school staff to ensure continuity and consistency for all children. All children are settled well in school and the close partnership supports children's learning and progression. As a result, children's needs are very well met within the Playhub.

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

Children are happy and enjoy attending the Playhub. They make friends with children of all ages and develop strong attachments with staff that make them feel safe and emotionally secure. Children are fully involved in choosing activities to extend their play. Staff interact well with the children and engage them in meaningful conversation, which produces a relaxed and friendly atmosphere. Staff and children show a good deal of respect for each other. For instance, they ask 'please will you pass the glue? Thank you that's great'. Staff lead by example using 'excuse me' when interrupting a game to move past a group of children or 'please can I join you?' when supporting play. Children introduce themselves to visitors politely. They shake hands, ask appropriate questions and share their stories, such as, 'Did you know it's my grandads birthday today? I love him, he is so funny. Would you like to see the card I have made for him?' Grandad is later introduced. This supports children's personal, social and emotional development and embeds an ethos of care and respect for all. Children's behaviour is exemplary. They know and understand the Playhub rules and show this by listening carefully to each other, playing well together and being thoughtful and considerate. For instance, older children adjust their speed and throwing accuracy when playing dodge ball with younger ones. They include all ages in imaginative play and sit together for snack.

Children follow good hygiene routines by washing their hands at appropriate times with few reminders. They have good opportunities to learn about healthy lifestyles because they are offered a range of nutritious healthy snacks. Weekly menus include a variety of fruit and vegetables, a selection of sandwiches and cheese and crackers. Children have access to water throughout the session and are offered water or milk with their snack. Children sit together and are very sociable. Older children help to serve the younger

children by asking what sandwich they would like or pouring the drinks. Children self-serve from bowls of salad and fruit or plates of sandwiches. However, there is scope to further enhance younger children's independence by allowing them to prepare and serve their own snack.

There is a strong family feel to the Playhub as many children attending have siblings in the setting and there is a good mix of ages. All ages are included in activities, such as, constructing a cave or creating super hero models. When engaging in physical activities older children support the younger ones by carefully rolling a large ball during a game or setting them free when playing 'Stuck in the Mud'. Children of all ages enjoy an impromptu ballet lesson and demonstrate what they have learned to their parents and key person. Children love to be active and use the space offered to good effect. Outdoor play is offered regularly during the light nights. The hall is used as an excellent alternative during winter months or bad weather, as there are no outdoor lights in the play area. Children run, jump and dodge using their bodies to good effect when playing planned or invented games. They choose to play interactive or team games and are very active throughout the session. Children's well-being is given high priority at the Playhub. Staff have appropriate training in first aid and are aware of the medical needs of children in their care. Very good procedures are in place and are regularly reviewed to effectively support the welfare needs of all children. As a result, children are very well settled and enjoy their sessions.

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

The Playhub is well organised and children benefit from an excellent range of resources and the secure knowledge and quality of teaching shown by staff. The manager and staff have a secure knowledge and understanding of the safeguarding and welfare requirements. There is a strong emphasis on safeguarding and staff are aware of their roles and responsibilities to ensure the safety and welfare of all children. An excellent set of policies and procedures underpin the good practice seen within the setting. This is evidenced by the prompt action taken by staff to confirm with a parent who they have authorised to collect their child. Safety procedures were stringently followed and the parent contacted, resulting in a positive outcome. Staff recruitment and induction is robust ensuring that staff are fully trained and suitable to work with children. All documentation is up to date, relevant and securely stored yet easily accessible if required during the session. Planning is robust and shared with school. Long term planning themes are shared with children and they are encouraged to contribute ideas and activities as appropriate.

The manager and provider are working together to update the setting's vision for the future and the priorities for development. The manager has regular meeting with the provider and is well supported in her role. However, staff appraisal and supervision is not yet fully embedded in practice as the team is fairly new and are concentrating on developing their working relationships. Plans are in place to begin staff appraisals during this term. This means, however, that as a staff team they are yet to show continued sustained progress over time. All staff are well trained in the core requirements and are

fully able to provide for children's learning, development and well-being.

The manager and staff have excellent partnerships with parents, school staff and outside agencies. This means that staff know and understand the needs of all children, including those with special educational needs and/or disabilities and provide any extra support needed to ensure their inclusion in all activities. Parents are very supportive and praise the Playhub staff for their care, support and understanding of their children's needs. Parents of younger children say that their children are happy and love the Playhub and see it as an extension of school. One parent says her child is safe and is making lots of new friends through the Playhub. She can discuss anything with the staff, they are like family. Another feels that her child has become much more confident as their speech has definitely improved. They love being with the older children and they enjoy the physical games in the hall and sports club. This has helped with their physical development as they are able to jump and hop and enjoy ball games. Partnerships with school staff contribute significantly to children's ongoing progress. Regular two-way sharing of information is valued and used to effectively to plan for next steps in learning. The school ethos is very evident in Playhub, for instance, the feeling of family, respect, warmth and support. School staff are effusive in their praise of the staff and after school provision. 'We are able to discuss planning and share ideas. Nothing is too much trouble for them. They take over where we leave off at the end of the day'. The Playhub provides the continuous provision for children, which completes the school day. This is a very good setting with excellent capacity to improve.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY443566
Local authority	Halton
Inspection number	883624
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	31
Name of provider	Playhub Ltd
Date of previous inspection	not applicable
Telephone number	01514244954

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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.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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.

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