

# PlayFit - Dovelands Primary School

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

<b>Inspection date</b>	09/10/2012
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- A key person system is not established to enable children to build strong relationships with staff and for staff to ensure that parents have a named person to speak with should they have any concerns or issues. Strategies to seek information on children's learning and development from other settings that children attend or from parents are not established.
- Planning does not take into account children's individual needs and interests. Staff's knowledge and understanding of the revised Statutory Framework for the Early Years Foundation Stage is not secure, leading to limited challenge in all areas of learning and no information on children's achievements or progress.
- Poor organisation of resources, time and areas that children have access to limits their opportunities to make free choices and engage in challenging and interesting experiences.
- Recruitment, vetting and appraisal systems are not robust to ensure that all staff are and remain, suitable. Training and development needs are not consistently identified leading to training, particularly in safeguarding, not being in place.
- Opportunities for children to enhance and manage their own personal care skills are not managed effectively.
- The provider has failed to meet a number of safeguarding and welfare requirements; this impacts on the safety and well-being of the children.

- Self-evaluation is weak; it is not based on appropriate levels of monitoring and analysis.

### **It has the following strengths**

- Staff make children feel welcome, settled and secure.
- There are good relationships with parents and carers and they are happy with the flexible service they receive.
- Children engage in a good range of outdoor activities to promote their large physical skills.

### **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**

- Two inspectors carried out the inspection.
- The inspectors observed activities in the mobile, outdoor play ground and large hall.
- The inspectors met with the manager and coordinator and spoke with the staff at appropriate times during the inspection.  
The inspectors looked at the children's information, planning documentation,
- evidence of suitability of practitioners working in the setting and a range of other records, policies and procedures.
- The inspectors took account of the views of two parents and one spoken to on the

day.

## **Inspector**

Alex Brouder

## **Full Report**

### **Information about the setting**

PlayFit - Dovelands Primary School was registered in 2010. It is run by a private proprietor and operates within the grounds of Dovelands Primary School, Leicester. Children have access to a classroom in a mobile, large hall, computer room, kitchen, library and an enclosed outdoor play area. Children attend from the primary school only.

The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The breakfast club is open from 7.45am until 9am and the out of school club is open from 3.15pm until 6pm during term times only. A maximum of 72 children under eight years may attend at any one time. There are currently 78 children on roll, of these, 11 children are in the early years age range.

The club employs seven members of staff; of these, three hold appropriate early years qualifications. Two members of staff are working towards a qualification and two hold qualifications in other areas of expertise.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the systems in place to ensure that staff are suitable by ensuring that an enhanced criminal records bureau disclosure is obtained for every person aged 16 or over, who works directly with children, ensuring that this is pertinent to the setting and not from previous employment
- devise arrangements for the supervision and appraisal of staff, using this to identify training and development needs which ensures continual professional development for all; this system must include identifying any changes in staff's suitability to work with children
- put systems in place to ensure that the designated lead practitioner for safeguarding undertakes a child protection training course that enables them to identify, understand and respond appropriately to possible signs of abuse and neglect
- keep the following records, the name, address and telephone number of any person employed on the premises and a daily record of the names of the children being cared for, their hours of attendance and the names of their key person
- strengthen the educational programmes by providing a suitably challenging range of resources and activities which are relevant to children's needs and interests; developing staff's knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage to enable them to provide a quality learning experience for all children
- organise the premises and equipment to meet the needs of all children in attendance at the setting, with particular regard to the availability of free play space and children's free access to the range of resources
- obtain information from parents, carers and others who support children in the early years to support and complement their learning and development within the setting; use what is known about children to plan an enabling and challenging environment
- provide a key person for every child to ensure that their care is tailored to meet their individual needs and to enable staff to build relationships with parents and carers.

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

- foster a culture of mutual support, teamwork and continuous improvement by using reflective practice and self-evaluation, which includes, input from staff, parents and children, to identify the setting's strengths and priorities for development that will continuously improve the quality of provision for all children
- develop activities and opportunities for children to share experiences and knowledge from different parts of their lives and of the wider world
- develop children's health and self-care by talking with them about the importance of hand washing and making appropriate resources, such as, hand drying facilities, available so they can do so independently.

## Inspection judgements

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

Children's needs are not adequately met as staff are not aware of the developmental age bands for children, therefore, educational programmes do not reflect their individual needs. The seven areas of learning are reflected somewhat in the planning; however, planning does not seek to enhance or challenge children's learning which leads to some children being disengaged and having to play with the same resources. There are no records on children's starting points or achievements within the setting which means that staff cannot provide an environment suited to their needs and abilities. Outdoor learning is popular and children take part in a number of activities in the large playground, such as, football, running games, using the trim trail and accessing some wheeled toys. However, those children that wish to play indoors are restricted by limited accessible resources and play space within the mobile.

Overall, staff are supportive to the needs of children, recognising when they may require emotional support, for example, when they are upset about being collected from the class room, staff are quick to reassure and comfort them. Staff's engagement with children when they are indoors is satisfactory, for example, a member of staff asks a child about the small construction they make, asking them what it is and what else they can use to make it bigger. However, this is not consistent in the outdoor area as staff are observed to supervise children but rarely engage or challenge them in the activities available, with the exception of the organised football coach. Opportunities for children to develop their understanding of others, through for example, resources and toys that depict a positive image of other cultures and abilities, are not well developed. Children do engage in activities that link to various festivals, such as, Halloween, Diwali and Christmas but general day-to-day resources that reflect others in a positive light are minimal.

Children's opportunities to make independent and free choices within the indoor learning environment are weak, this is because staff sometimes put out too few resources and do not provide enough space for children to select more resources should they wish to. This

means that children cannot always extend their own learning in other areas, such as, role play, small world or craft activities. For example, children were observed to ask staff if they could play indoors, they were frequently told that they were not able to, mainly due to the preparation and layout of food tables. The lack of resources and children's ability to be able to access the indoors as and when they wish, has an impact on how children make choices to support their own learning and development.

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

Overall, children behave well and have forged suitable relationships with staff and their peers. Most staff recognise and praise the achievements children make, for example, as they congratulate them on winning the line game and for listening when they are told to 'slow down'. This develops and enhances children's confidence and self-esteem. However, there is not, as yet a key person system for the younger children which impacts on staff acknowledging children's individual care and learning needs and enabling staff to build a relationship with individual children's parents. The environment, although welcoming, does not make adequate use of the resources to provide challenge for children or engage their interest.

Overall, children are safe within the setting and outdoors. This is supported by a daily safety check and a thorough risk assessment of all areas children have access to. However, as this is done before the children arrive at the setting some areas are not safe until all parents and children that do not attend the setting have left. This has potential to impact on children's welfare. However, staff were observed to be vigilant in their supervision when children were inside and out. Routine activities, such as, practising fire drills and following rules, help children learn important messages about how to stay safe.

Children's health is mainly well promoted in terms of their growing physical capabilities, they are observed to run in the outdoor area, ride wheeled toys, throw and catch balls and balance well on the trim trail. They are offered foods which sufficiently support a healthy diet and which children and their parents, have had an opportunity to voice their opinions on, promoting partnerships at the setting and healthy eating. Teatime is a friendly, sociable occasion, when children sit together at the tables, talking about their day to each other and staff. However, children's personal care needs are not managed appropriately as they are not asked to wash their hands before they eat. In addition, although children have access to soap and water there were no facilities for them to dry their hands, should they have washed them.

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

The deployment of staff helps to maintain required adult to child ratios. However, recruitment, vetting and appraisal systems are ineffective in ensuring that staff are suitable and remain suitable to work with children. For example, although staff have Criminal Records Bureau checks, these are not all linked to this setting, but other places of employment that staff have worked at. In addition, some records are not in place at all for some staff and appraisals are not completed to ensure that staff remain suitable to work

with children or to ensure that a continuing programme of training and development is supported.

There is poor monitoring of the educational programmes and of the progress children make and staff have little understanding of the revised learning and development requirements. The manager discussed a new system that has been developed by the registered person to observe and assess the younger children in the setting. However, this was not available on site and as yet, children's learning needs are not identified or planned for. This leads to a lack of challenge and focus for children.

There are a number of breaches of the safeguarding and welfare requirements that have an impact on the safety and well-being of children, such as, inappropriate vetting procedures, no key person system and poor opportunities for staff development. Partnerships with parents and carers is supportive and, although, there is little opportunity for parents to be involved in children's learning, staff do share their child's care needs at the end of each session. Parents comment favourably about the welcoming staff and 'fun' that their children have whilst at the setting. One parent commented 'staff are very flexible and children are happy to attend'.

Systems to monitor and analyse the setting are weak. The manager has begun to make some notes to inform the self-evaluation but this does not identify the setting's strengths and priorities for development or consider the views of parents and staff. As a consequence, the capacity for continuous improvement is not robust.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- make sure there are effective systems to ensure that any person caring for, or in regular contact with children is suitable to work with children which must include, obtaining an enhanced CRB check and has skills and experience suitable for the work (compulsory part of the Childcare Register)(also applies to the voluntary part of the Childcare Register
- keep records of the following, the name, address and telephone number of every person working on the premises on which childcare is provided (compulsory part of the Childcare Register) (also applies to the voluntary part of the Childcare Register) (Records to be kept)
- take action as specified on the compulsory part of the Childcare Register (voluntary part of the Childcare Register)(Suitability of persons to care for, or be in regular

contact with children)

- take action as specified on the compulsory part of the Childcare Register (voluntary part of the Childcare Register) (Records to be kept).

## 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

<b>Unique reference number</b>	EY414547
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	761891
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	72
<b>Number of children on roll</b>	78
<b>Name of provider</b>	PlayFit Kids Club Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	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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