

# Playtime Kids Club

Kings Road Primary School, Kings Road, Old Trafford, MANCHESTER M16 0GR



<b>Inspection date</b>	15 March 2019
Previous inspection date	21 March 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

- The dedicated manager leads the club with an absolute conviction that all children will flourish and succeed through quality play experiences. Children thoroughly enjoy their time at this vibrant club and are fully immersed in deep play.
- Partnership working is strong. Senior leaders of the host primary school commend the manager and her staff team on the good-quality services provided to parents and their children. Parents are kept informed of their children's time at the club and receive regular newsletters.
- Children's physical development is very well promoted. Staff provide children with good levels of challenge to promote their large-muscle skills. Children relish these opportunities and demonstrate good physical dexterity as they balance and climb on apparatus outdoors.
- Staff teach children very well about respect, acceptance and tolerance. Children enjoy the vast array of opportunities to learn about similarities and differences beyond their own experiences. For example, they articulately discuss different cultural celebrations and talk about the make-up of different family units.
- Children's creativity and imagination are celebrated very well. Staff provide children with opportunities, which allow children to express their feelings and individuality through singing, dancing and painting. Children are fascinated by these opportunities and become enthralled while making dreamcatchers for children who are less fortunate than they are.
- Self-evaluation is good. Improvement plans are sharply focused and include the views of parents, staff and children. The manager's capacity to continually improve and drive forward change is good.
- Although procedures are in place for monitoring staff practice, the manager has not yet fully embedded systems to help raise the overall quality to an outstanding level.

## What the setting needs to do to improve further

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

- continue to embed systems to monitor staff practice to strengthen and drive forward the overall quality to an outstanding level.

### Inspection activities

- The inspector toured the premises accessed by children and staff.
- The inspector took account of the views of parents, children and staff on the day of the inspection.
- The inspector held meetings with the manager throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the manager's self-evaluation and improvement plans.
- The inspector held a meeting with the deputy headteacher of the host primary school.

### Inspector

Luke Heaney

## Inspection findings

### Effectiveness of leadership and management is good

The manager leads by example and has high expectations of staff. She provides staff with good levels of support during supervisory sessions and appraisal meetings. She sets them challenging targets and monitors these with great precision. Staff attend mandatory training programmes and keep up to date with changes in legislation. Safeguarding is effective. Staff have a good understanding of the signs and symptoms of possible abuse and neglect. They know the referral procedure and understand the steps to take should they have a concern about the conduct of a colleague. Risk assessments are robust and all areas of the club are safe. Staff are deployed well and supervise children with great vigilance. The support in place for children who speak English as an additional language is good. Close liaison with external agencies and robust intervention plans help children to quickly develop a good command of English.

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

Staff have a good understanding of the playwork principles and provide children with a play programme, which captures their imagination and keeps them motivated. Children's laughter permeates throughout the club and the atmosphere buzzes with their excitement. Children arrive happy and are eager to share their experiences from school. Younger children excitedly enact roles of farmers and become enthralled while making creative models of superheroes. Older children skilfully operate computer programs and giggle with delight while learning new dance routines. Staff work closely with class teachers and complement learning from school very well. They share this information with parents and provide good examples of how parents can help children develop further at home. For example, staff encourage parents to take part in throwing and catching activities in order to strengthen small-muscle skills in readiness for early writing.

### Personal development, behaviour and welfare are good

Care practices are good. The key-person system is robust and successfully meets children's physical and emotional well-being. Children settle quickly and have a strong sense of belonging. They behave well and show genuine care and affection towards one another. They develop secure friendships and play cooperatively together. Staff are good role models and teach children very well about healthy living. Children are provided with nutritious foods and follow good hygiene practices. They talk about the importance of taking regular exercise and discuss the possible impact too much sugar can have on their bodies. Children effectively manage risks during their play. They wear safety helmets while riding bicycles and talk about the importance of road safety. Staff support children very well for when they are ready to move to different classes or schools. They talk to parents and teachers to ensure children are emotionally secure and prepared.

## Setting details

<b>Unique reference number</b>	EY318368
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10073606
<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>	4 - 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Marshall, Janice
<b>Registered person unique reference number</b>	RP514741
<b>Date of previous inspection</b>	21 March 2016
<b>Telephone number</b>	0161 8813571 or 07880 853608

Playtime Kids Club registered in 2005. The club is open during school term time, Monday to Friday, from 7.30am to 9am and from 3.15pm to 6pm. During school holidays, the club operates from 8am to 6pm. There are six staff who work directly with children, four of whom hold a relevant childcare qualification at level 3 or above. Two members of staff are unqualified.

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