

The Play Station Brampton Cortonwood

Inspection report for early years provision

Unique reference number	EY386925
Inspection date	13/04/2009
Inspector	Tracey Jane Outram
Setting address	Cortonwood Cp School, Chapel Avenue, Brampton, BARNSELY, South Yorkshire, S73 0XH
Telephone number	07834 094 926
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Type of setting	Childcare on non-domestic premises

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.

Description of the setting

The Play Station Brampton Cortonwood is one of four privately owned out of schools clubs. The setting is situated in the grounds of Brampton Cortonwood Infant School, in the borough of Rotherham. It opened in 2008 and operates from a designated room within the Children's Centre, which is situated at the rear of the school. All children share access to a secure enclosed outdoor play area.

A maximum of 24 children may attend the setting at any one time. Currently the setting is open Mondays to Fridays 15.00 to 17.45 and from 8.00 to 17.45 during the school holidays. Children come from the local and surrounding areas; during the term time staff collect the children from local schools and transfer children to the setting on foot.

The out of school club is registered on the Early Years, Compulsory and Voluntary Register. A maximum of 24 children may attend the club at any one time. There are currently 22 children aged from five upwards on roll. The setting supports children with learning difficulties and/or disabilities. There are four members of staff, each of whom hold appropriate early years qualifications to at least National Vocational Qualifications (NVQ) level two.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting takes positive steps to work closely with children and engender a strong sense of belonging. The children demonstrate very good behaviour and there are some firm and mutuality respectful friendships in place between the children and adults. The settings is inclusive and they work hard to ensure that the individual needs of children are positively addressed. The setting has a strong capacity for continual improvement; they seek to improve the service they provide by evaluating their practice and taking account of the comments and views of the children.

What steps need to be taken to improve provision further?

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

- develop the outdoor play area to offer different ways of developing children's interest and curiosity including helping children to enjoy doing things in different ways and on different scales than when indoors.
- develop relationships with parents to and carers to plan for and extend children's experiences.

The leadership and management of the early years provision

Strong leadership and management of the setting ensures that all regulatory requirements are effectively addressed. Safeguarding children procedures are

robust and the systems for maintaining children's good health are effective. In addition, good systems are in place to ensure that accidents and risks to children's welfare are minimised. For example, staff hold food hygiene certificates and a trained first aider is always present on the premises and on the walk to and from school. Risk assessments for the premises and outings are robust and fire safety is carefully considered. The premises are extremely clean, spacious and well ordered; consequently, the children benefit from active play, such as table top football or snooker along with opportunities for relaxing or playing quietly in comfort with toys of their choosing.

The setting has a strong commitment towards working in partnership with parents. Members of staff are welcoming and happy to talk with parents to share information that relates to the children's care, learning and play needs. An effective range of policies and procedures that underpin all aspect of the provision, are easily accessible and effectively implemented to reassure parents about the quality of the provision. In addition, the setting is beginning to take steps to facilitate a 'parent's forum' as they acknowledge the value of building strong partnerships by offering a service that is tailored towards meeting local needs. The setting is looking to secure improvements and enhance the service through critically evaluating 'what they do' and 'how they do it'. They have started to use the Ofsted self-evaluation system in order to document changes and highlight their strengths areas for future development.

The quality and standards of the early years provision

The welfare of the children is a high priority of the setting. The children are supervised effectively and the procedures for admissions, departures, missing and uncollected children are comprehensive and known by all staff. Equipment is good quality, clean and frequently checked for safety. The children learn about how to keep themselves safe through constant evaluation of the club rules and ongoing discussions. This includes talking about issues, such as road safety and stranger danger and the need to wear high visibility vests on the walk to and from school. The children are offered opportunities to learn about preserving their good health, for example, they know and understand the importance of self-care and personal hygiene. Similarly, they are provided with healthy food and drinks, which they are encouraged to self-serve in order to promote independence and self-help skills. Children walk to and from school each day and are also able to free-flow between the indoor and outdoor play areas. The outdoor play area is secure and safe, although the children have access to some age appropriate activities the use of the area is not fully utilised to maximise interest and curiosity and help children to enjoy doing things in different ways and on different scales than when indoors.

The setting is inclusive; good policies and procedures are in place to positively combat discrimination and provide a service that is adapted to meet a broad range of unique need. For instance, systems are in place to increase staffing for children who have learning difficulties or disabilities and children learn to value each other through participating in group discussions about club rules and inclusion. The children are extremely well behaved; they are supported by staff to devise their own 'codes of conduct'. This includes teaching the children what to do if they are

worried about something or are being bullied.

The children enjoy their time at the setting, they are engaged in a broad range of activities, which they self-choose. This includes imaginative play, arts, construction, and electronic games along with a range of board games. The children are purposefully occupied in activities, which capture their imagination and engender extremely good interactions and negotiations between children of different ages and stages of development. The children's behaviour is very good and their contributions are valued by staff who are interested in their opinions and ideas. Plans and observation of children in the Early Years Foundation stage are completed and staff have a sound understanding of the 'Practice Guidance'. They take good steps to ensure that the early years provision is flexible and delivered to meet the unique needs of children when they move between settings. For example, attention is given to addressing children's personal, social and emotional needs in order to boost their confidence as they participate in a large group of children many of whom are their elders.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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