

The Play Station (Rockingham)

Inspection report for early years provision

Unique reference number EY337198
Inspection date 20/10/2009
Inspector Anthony Anderson

Setting address Rockingham Junior & Infant School, Roughwood Road,
Rotherham, South Yorkshire, S61 4HY

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

The Play Station (Rockingham) is privately owned. It opened in 2006 and operates from the dining hall of Rockingham Junior and Infant School which is situated in Rockingham, near Rotherham. It is open Monday to Friday from 7.30am to 8.55am and from 3pm to 5.45pm during term time. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children under eight years may attend the setting at any one time. The club currently takes children from age four to eight years and also offers care to a few children aged eight to 11 years. There are currently 95 children on roll of whom 14 are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities. There are currently four members of staff, three of whom hold early years qualifications to at least level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy the many facets of the setting which offers a safe and secure environment for play and learning. Their needs are met through thoughtful planning which provides a range of varied and interesting activities each day. Good use is made of observations and assessments of young children's progress, to plan their next steps of development, although these are not always linked to the six areas of learning in the Early Years Foundation Stage. Regular staff meetings are used well to analyse the settings strengths and areas for development. Partnership with parents is good and positive use is made of frequent meetings with the host school's Early Years Foundation Stage leader to further support children's progress and development. Management demonstrate a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- improve the analysis of children's progress to include more specific links to the six areas of learning within the Early Years Foundation Stage
- ensure that key records relating to safeguarding are consistently available for inspection.

The effectiveness of leadership and management of the early years provision

Recruitment and vetting systems are fully in place and help to ensure that all adults are suitably qualified and trained. However, some of the documented evidence linked to safeguarding was not initially available for inspection. Systems of welfare and care, including first aid and the regular undertaking of risk

assessments and fire drills, are good. These systems have a positive impact on children's feelings of safety and well-being. Staff are well organised and deployed by the setting's dedicated and efficient manager. This adds positive support to children's development of independence and helps them to grow in confidence. Good use is made of frequent observations to monitor children's progress and development. However, the outcomes are not yet sufficiently linked to the six areas of learning in the Early Years Foundation Stage.

Parents are frequently informed about their child's activities and they are encouraged, through regular discussions and occasional questionnaires, to feel part of an effective and developing partnership. The relationship with external agencies and, in particular, the host school's Early Years Foundation Stage, is developing well and this helps to support and promote young children's ongoing progress. The setting's systems of self-evaluation and regular review are progressing well through regular staff meetings and day-to-day informal discussions. This is already having a positive impact on the embedding of ambition and the drive towards continuous improvement. The setting's promotion of diversity has improved since the last inspection as a result of the addition of books and posters, together with regular celebrations of world cultures and faiths.

The quality and standards of the early years provision and outcomes for children

Children establish very friendly relationships with staff and visitors to the setting. They quickly join in games and activities with their friends and they clearly enjoy the feeling of space in the large dining hall of the host school. Older children support their younger friends and some enjoy a healthy breakfast of cereal and toast. Afternoon snacks are also available and children are invited to suggest healthy items they wish to add to the variable daily menu. They are encouraged to wash their hands before eating and after visiting the toilet.

Children have access to a wide range of play and learning resources including a vast outdoor facility which is well planned and provides many opportunities to exercise and develop physical skills. Inside the setting, some children enjoy playing with a construction set whilst others relax on cushions as they watch a film on the DVD player. A wide range of other resources allow children to draw and paint or to develop their mathematical skills on an enormous cash till. Children appreciate the large area of rubber matting covering the floor as this adds to their safety and protection. Regular and effective checks are made by management to ensure the suitability of accommodation, equipment and resources.

Frequent observations of children are used well to inform planning and to monitor children's progress. This has a positive impact on children's levels of enjoyment and achievement. They are encouraged to take responsibility for the onward development of the setting by contributing their own ideas and suggestions. The regular access to well planned and managed activities, in addition to the dedication and professionalism of staff, adds a positive perspective to children's learning of future skills.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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