



## Andover Mencap Summer Scheme

Inspection report for early years provision

**Unique Reference Number** EY229855  
**Inspection date** 17 August 2006  
**Inspector** Carol Readman

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**Registered person** Andover Mencap Summer Scheme  
**Type of inspection** Childcare  
**Type of care** Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Andover and District Mencap Holiday Play scheme and Saturday Club opened in July 2002. It operates from the Bonhomie Centre in the town of Andover. The scheme uses a meeting room at the centre as a base and can also use a small adjoining room if needed. There is also supervised access to a kitchen and toilets. There is an enclosed area for outdoor play. The play scheme is open to children with learning difficulties and disabilities. Children attending the centre come not only from Andover, but also the surrounding areas of North Hampshire.

The play scheme is registered to provide 15 places for children aged five to 16 years.

Children attend on 20 Saturdays throughout the year and for 12 days during the school summer holidays. Sessions last from 10:00 to 16:00. There are 50 children on roll. There are 30 staff available to work with the children. Some are only employed during the holiday period; others work all year. Of these, six staff members have a recognised qualification in childcare and social care. Several members of staff also work as assistants within schools in the locality for children with learning difficulties and disabilities.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn good hygiene rules such as washing their hands after visiting the toilet and before handling food. On outings, for example to local farm parks, staff explain the importance of washing hands after petting the animals as part of teaching good hygiene practices. Good toileting and nappy changing routines help protect children from infection and cross infection. Staff promote independence in toileting routines as appropriate to each individual child. There are robust procedures in place to ensure that children receive necessary medication administered by specially trained staff.

Both the parents and the play scheme contribute to the children's dietary needs. Parents provide packed lunches for children and the play scheme provides healthy, nutritious snacks, such as raisin and fruit sticks. Children are learning about making healthy choices in their eating. Staff are careful to ensure that children have access to drinks to avoid them becoming thirsty.

Children enjoy an active healthy lifestyle with opportunities to visit indoor soft play areas where they are able to develop coordination skills in a safe environment. They go on walks in the fresh air to local parks. This is balanced with quieter times doing craft activities or resting, watching the television with their friends. Children are learning about a healthy lifestyle.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in a clean, safe and secure environment. A full written risk assessment and daily checks ensure that staff identify hazards and take steps to minimise them. Children have access to a hall at the centre and to an adjoining quiet room where they can rest and take time out away from the busy main hall.

Children play with a good range of resources that help extend their learning. They enjoy playing with toy farm and zoo animals as well as painting pictures. Resources are in a good, clean condition and checked daily to ensure that they are safe for the children to use. Parents provide specialised equipment, such as wheelchairs and buggies, so that children with limited mobility can join in with their friends and enjoy going out to the local play parks.

Very good supervision and excellent ratios of staff to children ensure that children are safe on outings. They learn basic safety skills such as staying together on walks and not putting objects into their mouths.

Staff give top priority to children's welfare. They have a clear understanding of child protection procedures as all staff receive child protection training as part of their induction.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children clearly enjoy their time at this setting. Staff play with the children to support them in developing their understanding and concentration skills. For example, Children take part in fun, stimulating group activities such as playing with the parachute. This ensures that children enjoy playing together. Staff use sign language to communicate with the children when appropriate. This helps to develop the children's communication and social skills.

Children enjoy good relationships with staff and other children. They are learning to form friendships. Children are eager to learn and try using new skills such as reading name badges. They enjoy 'writing' the names of their friends and are supported by staff who praise their achievements and ask questions like 'Is that everyone here?'. This encourages children to develop their thinking skills.

There is a good range of resources and the staff set out a large selection for free play. Staff encourage children to choose activities that they know the child enjoys. High levels of one-to-one support ensures that children gain the most from their play activities. For example, staff encourage children to play a xylophone, praising them warmly. This fosters children's self esteem and confidence. Staff give children constant attention and support in their play. Children receive good quality care.

There is a good balance of energetic physical play, including walks to local play parks and quieter activities such as painting, sharing books and watching the television. This ensures that children receive opportunities to develop physical and co-ordination skills without becoming over-tired.

Children are developing a sense of belonging and learning social skills as they play at the centre. They are confident, friendly, proud of their achievements and happy.

### **Helping children make a positive contribution**

The provision is good.

Children attending the scheme benefit from a planned day that all can take part in. Staff evaluate all activities carefully to ensure that they will be suitable for all the children attending that day. This gives children equal opportunities to take part and means that all are valued and made to feel special. Children are cared for by staff with good knowledge of each child's needs and a commitment to meeting their individual needs.

Staff receive detailed profiles about the children they care for so that they can gain insight to the child and how best to support them. Very experienced staff help those staff members with less experience to provide good quality care for each child. There is extensive use of one-to-one support. This enables children needing this support to attend the scheme and their needs to be met by people highly skilled in the care of children with learning difficulties and disabilities.

Children behave well. Staff manage inappropriate behaviour skilfully. The children receive good, clear explanations of why their behaviour was inappropriate. Staff are expert at stepping in to manage children's behaviour. They use good strategies, such as singing with them, to help children become calm and use praise to reinforce appropriate, cooperative behaviour. The staff have excellent positive attitudes to all aspects of the children they care for and children receive warm acknowledgement and praise for behaviour such as helping others.

There are good relationships with parents and carers. Parents meet with staff before their child attends to receive information about the provision and help staff complete a profile of the child. This ensures that children receive appropriate care in accordance with parental wishes. The current complaint policy does not clearly explain new regulations so parents may not be aware of their rights to see any complaints made about the setting. Parents receive daily feedback on their child's achievements and greatly appreciate the high quality of care their children receive.

## **Organisation**

The organisation is good.

The provision is well organised to care for children. All the necessary documentation is in place. However, the complaints policy does not detail all required information. Staff do not always sign out if they leave the premises early. This means that records do not always reflect an accurate picture of the who is at the setting. Thorough vetting and recruitment processes ensure that children are well protected and cared for by staff with knowledge and understanding of childcare. Staff have, or are willing to gain, the appropriate qualifications to care for children, especially those with learning difficulties and disabilities, in ways that ensure children are safe, healthy and enjoy their time at the provision. Staff receive very good support from an experienced manager and play leader committed to enriching the lives of the children they care for.

There are excellent adult to child ratios at all times and children receive very good levels of supervision and support to help them achieve. Children enjoy their time and develop an eagerness to learn and acquire new skills. They form relationships and make friends with adults and other children. The provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider was asked to devise and implement a procedure to be followed if a child becomes lost. There is now a written procedure in place. This

improves children's safety as appropriate and rapid action can now be taken should this arise.

The provider was also asked to ensure that parents countersign the entries of accident records. All accident records are now signed by parents. This ensures that parents are aware of any injury to their child so they can monitor it appropriately. This means that further advice or treatment can be sought if necessary so contributing to the continued good health of the child.

Child protection policies did not include procedures to be followed in the event of an allegation being made against a staff member. The provision now has clear procedures to follow. This improves the protection offered to children, in the event of allegations being made against a member of staff.

The provider was asked to ensure that parents have details of the regulatory body as part of a written complaints procedure. These details have been added to the complaints policy and a poster showing contact details of Ofsted is clearly displayed in the hall. In the event of parents having concerns over the care of their child, they now have details of the regulatory body and can contact them to express their concerns. This means that complaints can now be reported quickly and investigated to improve the care given to children as appropriate.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that registers show arrival and departure times of staff and children
- update complaints procedure to inform parents of the existence of complaints log in line with new regulations.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)