



British Library Holiday Playscheme

Inspection report for early years provision

Unique Reference Number	512549
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Inspector	Jacqueline Patricia Walter
Setting Address	British Lending Library, Boston Spa, Leeds, West Yorkshire, LS23 7BQ
Telephone number	01937 546740
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Registered person	British Library Holiday Playscheme
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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The British Library Holiday Playscheme opened in 1985. It operates from two portable buildings, numbers 28 and 30, which are sited within the British Library facilities. These are situated in the village of Boston Spa, West Yorkshire. The play scheme serves children of the employees and contractors of the British Library. A maximum of 40 children may attend the provision at any one time. The play scheme opens five days a week during school holidays. Sessions are mornings, afternoons and full days. The play scheme is open from 08.30 till 17.00 hours. The children have access to a secure, enclosed outdoor area.

There are currently 60 children aged from four to 11 years on roll.

The provision employs six staff. Three of these, including the manager, have early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy because practitioners are active in following current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, staff provide a first aid kit, which is appropriately stocked, stored and replenished as required. They obtain written permission from parents to seek emergency advice and treatment. All staff have recently completed up to date first aid training and clear and detailed accident records are maintained. This means that children can receive emergency treatment at any time and consistency in their care is fully promoted between staff and the parents. Children are able to receive medication safely and staff are fully aware of the suitable sickness policy that is in place. As a result, children are appropriately protected from the spread of infection and appropriate measures are taken if they become ill.

Children are developing an appropriate understanding of healthy living and eating. For example, they engage in some good routines that promote hygiene, such as washing their hands after using the toilet and before their midday meal. However, they are not made aware or actively encouraged to wash their hands before snack time or after they have finished playing outside. Their health and dietary needs are fully taken account of. They are able to select their main meal from a healthy and nutritious menu provided by qualified cooks who are employed by the British Library. In addition to this, they have opportunities to choose from a selection of fruit and cereal bars, when in their own setting. Children are also confident in accessing drinking water, as they wish, from a dispenser that is sited in the main playroom.

Children have good opportunities to enjoy and develop their physical skills. They can choose when they want to access outdoor play and enjoy a suitable range of toys and equipment made available. For example, they enjoy playing football using the goalkeeping nets and have access to skipping ropes, bats and large garden games, such as 'Connect Four'. In addition to this, they have trips to local attractions, such as Homestead Park and a ten-pin bowling venue, where they develop and extend their skills in climbing, swinging and balancing. Children also have occasional access to a nearby field and this allows them to participate in team games, which promote co-ordination and effective team working.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are able to develop a good sense of belonging in this warm and welcoming accommodation. The space is organised and used effectively. For example, children have free access to specific play and rest areas, such as a cosy area with soft seating for resting and watching television and separate art and craft and computer rooms. All rooms have a good selection of children's work along with photographs of activities attractively displayed. There is also a suitable and sufficient selection of child-size furniture and equipment available at low levels that enables children to easily access resources. All doors are left open and staff deploy themselves well, which means children can safely access all areas of the provision.

Staff take positive steps to ensure the children's safety both in and outside the setting. They ensure the premises are fully secure. For example, all external doors are locked and a bell is used to gain entry. Visitors are admitted by staff and monitored by completing a visitor's record. Risk assessments of the premises and of all trips are conducted. Staff encourage some of the children's understanding in keeping themselves safe, by talking to them and involving them in devising the safety rules of the setting. However, these rules are devised during the summer holiday club. They are displayed high on a wall and they are not discussed or reinforced with new children that attend in the later holiday clubs. In addition, the emergency evacuation procedure is only conducted on a Wednesday and not all children are present on this day. As a result, some of the children are unable to develop an appropriate awareness of safety and are not learning how to keep themselves safe.

Staff have satisfactory understanding of child protection issues. They are aware of some of the possible signs and symptoms of child abuse. For example, they know to be aware of unusual bruising and of children's behaviour differing from their normal behaviour. They are confident in knowing the procedures to follow if concerns are raised and have systems in place to record concerns and inform their line manager. They have relevant guidance and contact numbers are easily available and they are aware of the need to refer concerns to social services and Ofsted. As a result, children's welfare is fully safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children have very positive, friendly relationships with both staff and their peers. They enjoy the other children's company and have special and close friendships where they do activities together. They are able to use their initiative well and are fully independent in selecting activities. They are confident in approaching staff for help, in expressing their wishes and enjoy exchanging friendly banter and jokes with the staff. Staff listen to, and value, what the children are saying. They support children's play appropriately and encourage imagination through use of toys and play materials. For example, they encourage the role play of contacting police when children indicate their possessions have been stolen. As a result, children are settled and happy. They enjoy attending the club and participate in favourite activities, such as playing in the sand and the playing of pool.

Children are acquiring some new knowledge and skills from a wide range of stimulating resources, which are appropriate for their ages and cover all areas of play. For example, they have access to role play and dressing up clothes and a small world doll's house, that encourages their imagination. There are puzzles, board games and several computers, as well as a pool table and table football. In addition, staff plan and provide a motivating range of adult-led activities, which include interesting trips and outings. For example, children enjoy trips to the seaside and to the Eureka and York Railway museums. They enjoy baking chocolate apples, creating large three dimensional models of farms and making flower pots, in which they grow cress. However, due to the staff's limited knowledge in play-work specific to the age group, their limited involvement in the planning and the limited guidance provided in planning, children are not always given opportunities to develop and further extend their learning.

Helping children make a positive contribution

The provision is satisfactory.

Children are able to gain an appropriate understanding on the diversity of the wider world through a suitably selection of resources and activities that promote positive images. For example, they have access to cultural dolls, puzzles, books and a small-world family that have identifiable disabilities. In addition, they gain an awareness of cultures through participating in activities that promote different festivals and celebrations. For example, they enjoy pumpkin activities at Halloween, designing Mendi patterns as part of Diwali celebrations and baking chocolate apples, which are associated with bonfire night.

Children play very well together. They generally behave very well and fully comply with expected behaviour as a result of the staff's very good support. Staff have high expectations; they are good role models and are consistent in applying age appropriate behaviour management strategies. For example, they talk to the children, make clear what is expected when children challenge and display inappropriate behaviour, and praise and thank children for behaving appropriately. Children are encouraged to negotiate and find solutions. For example, during popular times when using the computers they record their names and time on a waiting list. They have opportunities to devise and understand the expected behaviour with staff and fellow peers during some of the holiday clubs. However, although these ideals are displayed, not all children are fully secure or aware of them as they are not revisited and explained at later dates.

Professional and friendly partnerships are in place with parents as a result of staff and parents working effectively together, to ensure children are suitable cared for. Children are able to make lots of choices and are valued as individuals. Information regarding their individual needs are taken account of and successfully met through staff gathering both the required and additional information from parents. For example, in addition to the required written consent for seeking emergency treatment and advice, staff also request written permission from parents to administer sun creams and take photos of the children doing their activities. Information on the setting is shared well. There are policies displayed in the playroom along with certificates of registration and training that staff have completed. In addition, parents are sent a copy of the planned activities that children can participate in before each holiday club commences. Information on the children's development and care is collected and shared appropriately. For example, staff effectively use an intranet facility to gather individual information from parents and use daily discussions to share information on care. This helps to ensure continuity and consistency in the children's development and care. However, there is not a key worker system in place that ensures an allocated member of staff is mainly responsible for a particular child's well-being, or that communication between parents and staff is fully promoted.

Organisation

The organisation is satisfactory.

The setting has a robust recruitment and vetting procedure which ensures that staff are appropriately recruited and have the necessary qualifications and experiences for their roles and responsibilities. For example, appropriate induction procedures are in place that clearly make all staff, including those that are employed on a temporary basis, aware of the policies and procedures of the setting. A staff agency is used effectively to provide cover for any

immediate staff absences. Staff's knowledge and understanding of general childcare is appropriate. For example, three out of the six staff have at least a Level 2, Early Years National Vocational Qualification. However, these qualifications are not specifically geared towards play for the age group that is currently cared for. As a result children are not always sufficiently challenged.

Space, resources and time are effectively organised, which allows the children to develop and extend their own learning. Staff have an appropriate regard for the well-being of all children. For example, they evaluate each holiday session through an informal meeting held where they discuss whether activities are successful or not, and highlight any staffing issues.

Almost all policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. All documentation is stored securely, professionally presented, made easily accessible and retained for the recommended periods.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the previous inspection the provider was asked to address several actions to improve the quality of childcare and meet the requirements of the National Standards and childcare legislation. They have successfully met the required criteria and improved children's health and safety by; ensuring that a member of staff who is qualified in first aid is available at all times, that the first aid kit is appropriately stocked and there are appropriate systems in place for ensuring it is replenished as required. They have devised systems to obtain prior written permission from parents for staff to administer medication and to record the medication that is administered. They have also designated a safe place for medication to be stored and now ensure that all medication is clearly labelled. Staff also ensure that accident records are all signed by parents and a risk assessment on the premises and all trips and outings are conducted. They have made the appropriate number of toilet and hand washing facilities available for the children.

Staff have updated their knowledge and understanding of child protection procedures through in-service training and discussion. They have the required guidance and telephone contact numbers and have made these easily available in the office. An effective recruitment and vetting procedure is now implemented to ensure that staff are suitable to work with children and this has resulted in the required staff qualifications being upheld at all times. The provider has also fully complied with the requirement to notify Ofsted of any significant changes in the setting.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint 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 satisfactory. 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):

- develop opportunities for the children to gain a good understanding of healthy living and eating
- provide opportunities for all children to develop an understanding of how to keep themselves safe
- develop and implement a key worker system
- develop staff's understanding and knowledge of play work.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk