

Greenside School

Inspection report for early years provision

Unique Reference Number	EY276814
Inspection date	04 April 2007
Inspector	Susan Marriott
Setting Address	Green Side School, Shephall Green, Stevenage, Hertfordshire, SG2 9XS
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Registered person	North Herts Council For Voluntary Services
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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Greenside School Play Scheme is part of the North Hertfordshire Voluntary Service, which opened originally at Lonsdale School and moved to Greenside in the summer of 2004. It operates from

two classrooms, a hall and an enclosed outdoor play space. The school is located in the Shephall area of Stevenage, Hertfordshire.

Children with specific and severe physical and multiple learning disabilities from the local area are invited to attend by the Disabled Children's Team and places are usually limited to 10 children. The play scheme is usually open for five days during the Easter holidays, four weeks during the summer holidays and five days at Christmas. It is open from 10.00 to 15.30 at these time, providing respite for parents and carers. All the children have access to the secure, enclosed outside play area.

There are currently about 20 children from five years to 18 years on roll. Children attend a variety of sessions. All children have learning difficulties and/or disabilities and none have English as an additional language. The play scheme employs eight staff to work with the children and dedicated nursing support from a qualified and experienced nurse. None of the staff hold

recognised childcare qualifications but many are working towards a qualification in teaching or childcare.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through well-planned daily routines. They know, for example, that they need to use soap in order to get their hands clean when they wash their hands after using the toilet and to use anti-bacterial hand wipes before eating. Tables are wiped before food is eaten. Excellent procedures such as, staff consistently wearing protective clothing when supporting children in toileting needs, sustain high levels of hygiene and help prevent the spread of infection. The qualified nurse takes responsibility for exemplary hygiene practices surrounding the use of gastric feed tubes. Rare accidents and incidents are meticulously recorded. Children receive appropriate nourishment through the provision of packed lunches which parents and carers supply. This ensures individual dietary needs are met. Children have regular access to drinks. Children access these independently where possible and those that require assistance are supported by staff. Children have daily access to the outdoor area. Children stay healthy as they go outside for regular fresh air. They participate in parachute games with support from carers. A visiting sports specialist shows wheelchair bound children how to roll a ball down a guide to knock over the skittles and able-bodied children with learning difficulties enjoy themselves on a bouncy castle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety takes high priority in this well organised setting. The staff use the resources and all play areas imaginatively to provide fun and interesting learning experiences. For example, the large hall is used for physical play, such as parachute games and the bouncy castle. The play scheme uses designated premises within the school which are purpose designed. For example, non-mobile children can be moved safely with the aid of hoist tracking. All necessary safety measures are in place and the staff know what to do in an emergency. Access to the provision is monitored. Visitors sign in and doors are secured following the end of registration. These remain locked until children depart at the end of the day. Late arrivals can gain entry via the staffed reception desk and the use of a door bell system. Staff have completed manual handling training and operate the hoist system safely. Vigorous risk assessments and frequent physical checks of the environment; activities and resources ensure children's total well-being. Written health and safety procedures are effectively implemented. This monitors suitability and minimises potential risk to children. The level of supervision is exceptional. Children receive a high level of support due to their individual needs. Many have a one to one worker. Children's welfare is properly promoted as staff have a strong working knowledge of child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, enthusiastic and self-assured in this inspiring and well-organised provision. The play scheme aims to provide respite care for parents and carers during the school holidays within a safe environment. Children actively participate in a wide range of high quality and meaningful experiences arranged within the provision. For example, they enjoy karaoke and

imaginative arts and crafts. Visitors to the setting provide experiences such as children's entertainment sessions.

The staff return to work with the same children each holiday and know what each child enjoys doing best. They make up games to amuse the children and meet their individual needs. For example, some children love to throw a football and watch as the helpers run to fetch it. Some children like to feel the wind on their faces and enjoy being wheeled around the playground. Others like to use the sound system in the hall to sing and listen to the music. Sensory experiences are popular with the children and they like to place their hands in a plate of water or use the specialist sensory equipment during the sessions.

Helping children make a positive contribution

The provision is good.

Children's needs take high priority in this well-managed provision. Most children are known either to the staff through the schools they attend or through regular attendance of the provision. Therefore, the staff are confident in their ability to provide a highly individualised standard of care to each child. Continuity of care is properly valued and the children are treated with enormous respect and courtesy at all times. Children respond with mutual respect and mostly adhere to appropriate codes of conduct. Behaviour is very good. For example, children playing in the doorway are reminded to move temporarily to enable a wheelchair bound child to negotiate the entrance safely. Staff praise and endorse desirable behaviour such as kindness and willingness to share. Careful preparation and planning of suitable activities and events ensure children are able to actively contribute to the scheme. Children make independent choices either verbally or non-verbally through the use of pictorial symbols or signing. Good relationships with parents and carers ensure a positive exchange of information in order to maintain children's needs.

Organisation

The organisation is good.

Strong loyalty to the play scheme and a real and genuine commitment to their work ensures a supply of highly skilled, enthusiastic student workers. This extremely skilled staff team inspire and execute an exceptionally purposeful programme of events for children with defined needs. Although the staff team do not hold recognised qualifications, most are working towards teaching or nursing qualifications and all accumulate a great deal of relevant experience in working with disabled children. Representatives from the North Hertfordshire Council for Voluntary Services regularly visit the play scheme and directly oversee its operation. Comprehensive and detailed written procedures and guidance underpin the cohesive working practice of the staff. Regular review and self-evaluation ensures an ongoing commitment and dedication to progression of the provision. A great deal of planning is undertaken prior to the commencement of the scheme each year. This includes researching and tracking down specialised events and activities in order to refresh the programme with regular new ideas. For example, during the inspection a sports specialist was visiting for the first time to experiment with the introduction of some physical activities for wheelchair bound children. Regular alteration and introduction of new services maintains a highly productive and worthwhile range of events and activities for the children in attendance. Children relish their time at the setting and are keen to attend. The needs of all children are met.

Improvements since the last inspection

At the last inspection of childcare, three recommendations were raised. The setting was asked to record risk assessments, ensure resources reflect equal opportunities and strengthen child protection procedures. Risk assessment checklists are now completed and the staff were observed to be continually assessing the possible risks during their work because of the nature of the children's difficulties. All children have equal access to the available resources taking into account their physical disabilities. Child protection and procedures are covered in staff training and there is now clear reference to the procedure to be followed in the event of an allegation being made against a staff member. The flowchart which accompanies 'What to do if you're worried a child is being abused' is now available to staff and parents on the play scheme notice board. The actions taken have improved the safety and welfare of the children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that require the provider 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 complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

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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):

- continue to monitor and evaluate the quality of the provision, for example, through the extended use of the self-evaluation form.

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