

SPACE@Hillcrest

Inspection report for early years provision

Unique Reference Number	EY295622
Inspection date	11 February 2008
Inspector	Jacqueline Patricia Walter
Setting Address	Hillcrest Primary School, Cowper Street, Leeds, West Yorkshire, LS7 4DR
Telephone number	0113 262 4505
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Registered person	Chapelton Community Centre 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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Chapeltown Community Centre Play scheme is a committee run provision that offers a play scheme during school holidays. It opened in 2005 and operates from a school hall and staff room, situated within Hillcrest Primary School in Chapeltown, which is an inner-city area of Leeds. A maximum of 30 children may attend the play scheme at any one time. The play scheme is open each week day from 09.30 to 15.30. The children have access to a enclosed outdoor area.

There are currently 11 children aged from five to 12 years on roll. Children attend from the surrounding areas.

The play scheme employs six staff. All of the staff, including the manager hold appropriate play 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 environmental health and hygiene guidelines, policies and procedures. For example, staff provide a first aid kit which is appropriately stocked and checked at each play scheme. There is a staff member who is appropriately qualified in first aid available at all times. This means that children are able to receive emergency treatment. A suitable sickness policy is implemented and staff are fully aware of appropriate medication and accident procedures, which helps to ensure children are protected from the spread of infection and receive medication safely.

Children are developing appropriate awareness and understanding of simple good health and hygiene practice. For example, they are familiar with routines, such as washing hands before meals and after using the toilet, and know why they need to do this. They have very good opportunities to learn about healthy living through stimulating activities. For example, The 'Healthy Eating' club visit the setting and children participate in preparing and sampling new healthy foods and dishes.

Children are suitably nourished through staff and parents working effectively together. Staff provide some healthy and nutritious meals and snacks. For example, children can choose a breakfast meal of either fruit, cereals or toast and jam and parents provide pack lunches. These are then stored appropriately by staff. Children can access drinks of water independently and their individual dietary needs are taken account of. For example, staff discuss issues and record information on special dietary requirements, such as allergies and the parents' wishes. Food hygiene is promoted appropriately. The staff wash their hands and work surfaces before preparing meals. As a result, children can eat their food safely.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are able to develop an appropriate sense of belonging in the welcoming accommodation. They are warmly welcomed by staff as they enter the setting and space is organised and used appropriately. This allows the children to have free and safe access to all areas of play. The organisation of the resources is appropriate, with resources being checked daily before the children use them and equipment being set out on tables or mats before the children arrive. This enables them to safely select the activities they wish to play with.

Staff take some steps to ensure children's physical safety. For example, to promote their security there are procedures in place, such as locking the main entrance doors after parents have left, maintaining a visitors book and ensuring all staff and visitors wear identification badges. Staff also supervise children at all times in the outside area and daily safety checks take place both inside and outside the setting. However, although these procedures are in place some of them are not consistently applied. For example, the main doors are unlocked and left open and the outside gate is not secure whilst children are present. This means that children are at risk because they can leave the setting unsupervised and unwelcome visitors can easily access the setting. In addition to this, although staff undertake daily checks of the facilities, there is no consistent guidance on what staff should be checking. Children have appropriate opportunities to develop understanding and learning in keeping themselves safe. For example, they have a daily discussion on the rules and boundaries of the setting and why these are in place. As a

result, they are confident in knowing why they must not run in the setting or access areas that are out of bounds.

Staff have a satisfactory knowledge of signs and symptoms of child abuse. For example, they are aware of signs in all four areas of abuse. They are familiar with the procedures to follow if concerns are raised and have relevant guidance and contact numbers easily available. This means that children's welfare is appropriately safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children confidently acquire new knowledge and skills from an excellent and wide range of stimulating activities that reflect all areas of play. For example, they have opportunities to engage in both picture card and board games, develop imagination and engage in role play through organising their own talent shows. They also have opportunities to improve their skills through organised events, such as penalty shoot outs and football matches against peers and other play schemes. In addition to this, visitors are welcomed into the setting, which help children develop further understanding and skills. For example, a musical workshop gives them opportunities to explore movement and music as well as make their own compact discs. Children have opportunities to develop a very good understanding of their community through stimulating trips and outings. For example, they visit local tourist attractions and community events, such as a Tropical House and Play-Days in the park.

Children are happy, at ease and confident within the setting. They are able to use some initiative as a result of being able to freely access play areas and select activities from a variety of toys and resources that are set out before they arrive and rotated to stimulate their interest. They are interested in their activities and respond well to challenge. For example, they excitedly talk of favourite activities they like to do when attending the setting and eagerly join in with dancing, physical exercises and skipping, where some of them develop competent skills using both one and two ropes.

There are very positive, friendly relationships between staff and the children. The staff listen to and value what the children are saying. For example, they talk to them about their interests and share jokes. They know children's individual needs and respond to their wants and needs immediately. As a result, children are settled and very confident in approaching staff.

Helping children make a positive contribution

The provision is satisfactory.

Children are developing an appropriate understanding of responsible behaviour. They behave well and receive good support from staff. For example, they are helped to find solutions. For example, they implement a waiting list to access the computer games. As a result, they are developing good understanding on issues, such as taking turns and working in large and small groups. Children are developing a good understanding of the expected behaviour in the setting through age appropriate strategies that are implemented. For example, staff talk to them and remind them of the rules and expected behaviour at the beginning of each session and short time-out sessions are used, where children discuss why their behaviour is inappropriate.

There are friendly trusting relationships in place with parents. Children's individual needs are met through staff gathering suitable information on the children and their families. For example, names, addresses and emergency contact numbers are collected on registration forms as well

as discussions held with parents, and the children on their likes, dislikes and interests. Information on the setting is shared appropriately. For example, parents are able to view written policies and procedures upon request and information, such as children's activities, are displayed in the foyer. Information on the children's development is also shared appropriately through informal discussions both before and after the children's care. This helps to promote continuity and consistency in the children's care.

Children gain a suitable understanding on the diversity of the wider world through a very small selection of resources and activities that promote equality of opportunity and anti-discriminatory practice in most areas. For example, they have 'Dolly-days' where they are encouraged to bring in dolls, which include those that are multicultural and they have access to a few puzzles and books that reflect various different countries. They are able to participate in activities, such as trying multicultural food, and engage in some art and craft activities that reflect different celebrations. For example, they make Valentine cards.

Organisation

The organisation is inadequate.

Robust Recruitment and vetting procedures ensure children are well protected and cared for. For example, the registered person ensures all new staff undergo relevant checks and there are appropriate recruitment procedures in place, which include references being taken, interviews and qualifications certificates being checked. A basic induction takes place, which ensures staff are aware of their responsibilities and this in turn ensures children are appropriately cared for.

Staffs' knowledge and understanding of child care and play is appropriate and practitioners have suitable regard for the well-being of all children. For example, some staff have completed further training courses, such as Child Protection and Cultural Diversity, and the manager is also in the process of arranging for staff to update their play work qualifications in the very near future. As a result, children are appropriately supported in their play and learning.

Most policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. However, the setting has not informed Ofsted of significant incidents and changes in the setting, which is a breach of child care regulations. In addition to this, children are at risk as a result of some documentation being inadequately stored, not maintained confidentially, or retained for appropriate periods of time. Some documentation, such as accident records are also not available for inspection. The staff are also in breach of their conditions as a result of not displaying their registration certificate.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection actions were raised in relation to safety and documentation. The setting has improved children's safety by introducing procedures such as locking external doors after parents have left, asking visitors to sign attendance records and wear identification badges. They have devised a clear procedure for emergency evacuation and ensure a fire drill is undertaken each time a play scheme operates. They now also ensure arrival and departure times are recorded on children's and staff attendance records. Staff have also improved opportunities for children to develop understanding of keeping themselves safe by ensuring they participate

in fire drills and by discussing rules regarding their safety with children at the beginning of each session.

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 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:

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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, the registered person **must** take the following actions:

- ensure procedures regarding security of the premises and the checking of the premises are consistently applied
- ensure Ofsted is notified of all changes to the setting
- ensure documentation is maintained confidentially, stored appropriately, displayed as required, retained for appropriate periods of time and made available for inspection.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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