

# Erith Leisure Centre

Inspection report for early years provision

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<b>Unique reference number</b>	115396
<b>Inspection date</b>	15/04/2009
<b>Inspector</b>	Sarer Marcia Tarling
<b>Setting address</b>	Erith Sports Centre, Avenue Road, Erith, Kent, DA8 3AT
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<b>Type of setting</b>	Childcare on non-domestic premises

## 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.

## **Description of the setting**

Camp Adventure is the brand name of Parkwood Leisure children's holiday playscheme and was registered in 2005. It is located within Erith Sports Centre in the London Borough of Bexley.

The provision operates each weekday during school holidays between the hours of 08.00 and 17.00. Children have the use of various rooms and areas within the centre including the swimming pool, soft play area and main sports hall. Meals are generally taken in the function room and children use the outside athletics track, football field and also visit a nearby play park on a regular basis.

Camp Adventure is registered on the Early Years Register, the compulsory part of the Childcare Register and the Voluntary Childcare Register. The out of school club can accommodate up to 48 children from five to under eight years at any one. It also provides care for children from eight to 11 years and so organises its numbers by generally aiming to have 24 under eights and 24 over eights. There is currently only one child on roll in the early years age group.

Six members of staff are employed to work directly with children, working shifts to ensure ratios are maintained. Of these, two members of staff hold an appropriate childcare qualification and three have activity leadership and sporting qualifications.

## **Overall effectiveness of the early years provision**

The overall quality of the provision is inadequate. The provider has failed to notify Ofsted of changes to the nominated individual and club co-ordinator/manager. This is a breach of requirements and was also set as an Action at the previous inspection. The provider has also failed to implement the Early Years Foundation Stage (EYFS) for children in this age group. However, children are making progress in their learning and development, within the context of this sport-orientated provision, and practitioners promote their welfare effectively. Children enjoy inclusive experiences as practitioners organise and support their play opportunities effectively. Children of different ages and at different stages of development play extremely well together, because they are enabled to use equipment and resources at their own level. Although the club co-ordinator records a basic daily review of the activities, staffing issues and any concerns, self-evaluation is generally weak.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## **What steps need to be taken to improve provision further?**

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- notify Ofsted of changes in the 'nominated individual' and person in charge of managing the early years provision (also applies to both parts of the Childcare Register) (Suitable People) 15/05/2009
- increase practitioners knowledge and understanding of the requirements of the Early Years Foundation Stage and develop how to deliver this in a way that is complementary to the education and care provided in the child's other settings (Organisation) 15/07/2009
- develop systems of making observations and assessments of each child's achievements, interests and learning styles. In partnership with parents discuss children's starting points and identify children's next steps in learning and monitor their progress towards the early learning goals (applies to the Early Years Register) (Organisation) 15/07/2009

To improve the early years provision the registered person should:

- further develop planning to show how activities link to the early learning goals
- ensure a full risk assessment is carried out on the public play park used by the setting
- ensure a record is maintained of the safety checklist practitioners carry out on a regular basis
- further improve children's safety by ensuring the emergency evacuation procedure is practised on a regular basis. Record in a fire log book if any problems were encountered and how they were resolved
- take steps to ensure other users of the premises do not have a negative impact on the quality of care or safety of the provision
- continue to develop systems for the use of self evaluation to ensure that it is effective in identifying areas for future improvements and how these will improve outcomes for children.
- ensure each child in the early years age group is assigned a key person to support their development and act as the key point of contact with that child's parents

## **The leadership and management of the early years provision**

The leadership and management is inadequate because the provider failed to notify Ofsted of the changes to the 'nominated individual', responsible for dealing with Ofsted in relation to the organisation's registration on the early years register, and of changes to the person who is managing Camp Adventure. This is a breach of requirements and as a result Ofsted have not been able to conduct suitable person interviews or undertaken suitability checks on these individuals.

Practitioners have no knowledge of the EYFS requirements. They have received no guidance on how to best to deliver these requirements within the context of this

type of provision. However, on a day-to-day basis Camp Adventure is effectively managed because the co-ordinator is efficient and well organised, ensuring procedures are in place to keep children safe and which promote their welfare. Practitioners are vigilant about safety, ensuring children are well supervised. Safety checks are conducted daily, although there is currently no record of this or of the risk assessment on use of the play park. As part of the settings commitment to promoting inclusion other users visit the centre and share facilities. However, this needs to be closely monitored to ensure it does not have a negative impact on the care or safety of children attending Camp Adventure.

Children have tremendous fun and develop skills through the well planned range of experiences. The co-ordinator plans a flexible programme of mostly physical activities which is adjusted to meet children's preferences and interests. All children benefit from being included equally in the activities provided. Practitioners are experienced and skilled in leading activities, especially sports and team games and as a result children play well together and gain confidence as they acquire new skills.

The systems for identifying the strengths and weaknesses of all areas of the provision are not fully developed through the use of self evaluation. However, the co-ordinator enables both practitioners and children to reflect and evaluate the activities and daily routines through informal discussion, resulting in recent improvements such as the inclusion of more healthy options on the menu and advice for parents on 'healthy lunch boxes'.

An information pack ensures parents are supplied with clear information about the service and policy and procedure statements are displayed on the notice board. Records are made available as appropriate, such as any accidents that may have occurred. Relationships with parents and carers are friendly promoting effective partnerships. There is verbal exchange at the end of each session about the sorts of activities children have taken part in, their general disposition and behaviour. However the setting is not sharing any records of children's learning and development, so that practitioners and parent/carers can work together in identifying next steps for those children in the early years age group.

## **The quality and standards of the early years provision**

Children in the early years age group have not been allocated a 'key person' although many children attend the camp on a regular basis and staff get to know them well. Practitioners are not familiar with the learning and development requirements of the Statutory Framework for the EYFS. As a result, starting points are not discussed with parents prior to children starting and practitioners are not making systematic observations and assessments of each child's achievements or planning their learning. Although activity plans cover most areas of learning, these are not clearly identified or linked to the early learning goals in relation to children in the early years age group.

However, children are learning and developing through the planned activities based on their interests which helps them to increase their skills as well as

providing new challenges. For example, those interested in swimming also have the opportunity to learn how to snorkel and children show good concentration as practitioners teach complex moves on the trampoline.

Children learn how to play a wide range of team games such as basket ball, football, 'catch and tug' and take part in a range of sporting activities including badminton, athletics and bowling. Children talk eagerly about their favourite activities, which currently include the soft play area and swimming. Themed art and craft activities encourage children to learn about and appreciate differences. Along with sporting activities children enjoy taking part in dance and simple arts and crafts such as making Easter cards, drawing and sticking. They learn about healthy eating as they make and eat fruit kebabs and pizza and train hard toward theme days such as 'The Mini Olympics'. The range of opportunities provided help all children develop the necessary skills for their future learning as they gain confidence through participating in the activities provided.

Children's welfare is well promoted. Food is provided from home, or children may purchase their snacks and meals. Healthy options are actively encouraged and children have access to drinks at all times, which helps them remain hydrated following the activities. Children learn about the benefits of healthy eating and physical exercise as practitioners are good role models and have discussions with children during the social meal times. Children are protected from infection and benefit from the hygiene routines in place. For instance, practitioners monitor the toilet areas to ensure they are clean, children are reminded to wash their hands before eating and have access to tissues. The newly drafted policy reminds parents that children with infectious illnesses cannot attend the setting.

Children benefit from the procedures implemented to safeguard them at all times. For example, prior consent is obtaining for seeking emergency medical treatment and all accidents are recorded. Children with asthma are monitored closely, they carry their own inhaler and self-administer, or parents make arrangements for a responsible adult to come and administer medication. Practitioners are vigilant about safety during sporting activities and children are involved in frequent head counts as they move from one area to another. Visitors to the setting, such as the police and fire brigade, enable children to learn about personal safety in a variety of situations. However some of the children are still unsure of the emergency evacuation procedure. Children have formed close relationships with practitioners despite the short time the holiday camp runs, which helps them to feel secure and develop a sense of belonging. Practitioners interact extremely well with children. Safety rules are clearly explained before children use equipment and as a result children are learning how to keep themselves safe.

Children are well-behaved and respond positively to plenty of encouragement and praise. Practitioners model good manners and speak sensitively to children, to help them learn about sociable and desirable behaviour. This promotes their welfare and self-esteem. Parents are included and informed about behaviour issues, which helps to provide children with consistency.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- notify Ofsted of changes in the 'nominated individual' and person in charge of managing the early years provision (Suitable People) 15/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- notify Ofsted of changes in the 'nominated individual' and person in charge of managing the early years provision (Suitable People) 15/05/2009