

Connaught Leisure Playscheme

Inspection report for early years provision

Unique reference number	507919
Inspection date	19/02/2009
Inspector	Louise Bonney
Setting address	The Connaught School, Tongham Road, Aldershot, Hampshire, GU12 4AS
Telephone number	01252 344438
Email	connaughtleisurecentre@hotmail.com
Type of setting	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Connaught Leisure Playscheme is run by Rushmoor Borough Council, and is registered under the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The scheme operates from the Connaught Leisure Centre, which is situated in the grounds of Connaught School on the Heronwood estate on the outskirts of Aldershot. The scheme offers a varied mixture of activities in the main hall, sports hall, gym hall, drama studio and also outside within the school grounds.

The playscheme operates during school holidays throughout the year. It accepts children from four (if in full-time education) to 12 years old and up to 96 children may attend at any one time. Most children attending are in the older age range of the Childcare Register. The playscheme supports children with learning difficulties and/or disabilities. Children who attend come mainly from Aldershot and the surrounding towns. Full day sessions are offered from 09:00 until 17:30, or part-day sessions from 09:00 until 15:30.

There are nine staff working with the children. Of these, two have Level 2 qualifications, three have Level 1 and seven are attending training for appropriate qualifications at Levels 2 and 3.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff plan and provide a range of experiences for the children which stimulate their learning and development well. Children play safely in the shared building and outdoor areas through staff imposing clear boundaries and closely supervising the children. The management and staff show commitment to developing themselves professionally and take action to implement their clear vision for the continual development of the provision. They support children to ensure they fully participate fully in activities, providing an inclusive environment where all are equally involved and valued.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop a systematic and routine approach to observational assessment of individual children's development towards the early learning goals and use to plan their next steps in learning
- seek information about children's home language, ethnicity, culture, religion, learning difficulties or disabilities to ensure the promotion of equality of opportunity and anti-discriminatory practice.

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment in relation to activities and 05/03/2009

review it regularly (Suitable premises, environment and equipment)

- assign a key person to each child (Organisation)

05/03/2009

The leadership and management of the early years provision

All staff assist in the regular evaluation of the setting and identify clear aims for development. They successfully introduce changes which enhance the provision, such as new resources and the increased range of activities. All staff are attending training for appropriate qualifications and use their new knowledge to provide a well-balanced range of activities which children find stimulating and which complement school provision. The manager acts on external advice and is introducing a system for sharing key information with schools. He organises occasional meetings so that staff are able to evaluate activities and share training and ideas. This motivates staff well and ensures children receive good support for their care and development.

Children receive care from appropriately vetted staff through the implementation of rigorous recruitment procedures. Induction procedures ensure staff implement the setting's policies and procedures and maintain records. The manager organises in-house training for safeguarding children for all staff. This supports the safety and welfare of the children. The manager carries out risk assessments and staff are vigilant in ensuring children's safety. However, not all activities have a written risk assessment for staff to refer to and to support periodic review.

Staff group children flexibly so that siblings and friends stay together, which helps them develop confidence as they settle. Generous ratios ensure that children with learning difficulties and/or disabilities receive good support and fully participate in activities. However, there is no system to allocate a key person to every child to ensure all have their individual needs recognised and met. This does not meet the Welfare Requirements. Parents and children are welcome into the setting by staff. This provides opportunities for sharing information verbally to support children's individual needs. Parents complete registration forms and the manager follows up any additional information given, such as medical needs, to ensure these are appropriately met. However, staff do not seek information about children's home backgrounds, such as languages or religions, to ensure staff are able to support them.

The quality and standards of the early years provision

Staff plan and provide activities that the children enjoy and find stimulating. Children usually have free access to an outdoor area adjoining their main hall, and use the tennis courts and playing fields for group activities. Indoors children initiate their own activities as they create a market stall in a large tent, collecting together tables and toys. They use materials on the art and craft table to make signs for their stall and staff supportively join in their role play. Their love of building camps transfers into the gym where they use large equipment, rugs and

material imaginatively. Children enjoy constructing and decorating models with art and recycled materials at the craft table and later extend this skill when using large boxes and tubes in the gym. Children develop their imagination and listening skills during well planned and paced drama activities. Children have opportunities to explore nature when exotic animals such as a large scorpion and snake are brought in for them to handle and observe. Staff show skill as they maintain children's interest in group activities and ensure that all are equally involved. Children behave well and staff model respectful behaviour. Children learn to value similarities and differences and the staff actively promote anti-discriminatory practice. This results in children having good relationships with each other and staff, creating a friendly and welcoming atmosphere.

Children know staff appreciate the importance of their play activities, and staff ensure they are able to return to activities later to complete them if they wish. Staff evaluate how effectively activities support children's play and promote their involvement. This helps them identify children's individual needs and provide activities that are challenging and enjoyable. However, observational assessment for each child is not yet systematically carried out to ensure those attending for short periods have their needs quickly recognised and met. Staff lead discussions with the children about how to develop the setting, and reflect their wishes in later plans. These discussions led to an increase in adult-led activities such as drama, and there is a good balance between child initiated and adult led play.

Staff share safety rules with children and activities run by qualified coaches, such as trampolining, judo and karate, help children learn how to recognise and manage risks safely. As the premises are shared staff set clear boundaries for the children, who know not to leave their group without a member of staff. Most children bring nourishing packed lunches and the manager is about to advertise information about appropriate food content of lunch boxes to ensure all children are well nourished. Staff encourage children to have regular drinks during activities and provide water for those that have no drink of their own. This supports children's health.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

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.