

Challengers Farnham Playcentre

Inspection report for early years provision

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Inspector Maureen Croxford

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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).

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

Challengers Farnham Playscheme is run by Disability Challengers and is registered on the Early Years, the Childcare and Voluntary registers. It opened in 2008 and operates from a purpose-built building in Farnham. There is excellent access to all areas of the provision. A maximum of 80 children may attend at any one time. The after school club opens from 15.30-18.00 and the holiday clubs from 09.30-16.00. There are currently 175 children on roll, of whom two are in the early years age group. All children share access to a secure, enclosed outdoor play area. The setting provides after school and holiday care for children and is able to provide care for children with learning difficulties and/or disabilities. Three members of staff hold, or are working towards appropriate childcare qualifications. The provision receives support from a mentor from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children participate in activities that interest them and staff have a sound understanding of how to help children to learn and develop. Children are safeguarded at all times and their welfare needs are appropriately identified and supported. The provision offers an inclusive environment that takes account of and supports the individual care and learning of all children that attend. Although the partnership with parents is good and a shared understanding of children's care is well established, few links have been developed with other providers. The provision demonstrates some commitment to improvement and has begun to reflect on their practice to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop systems to record children's progress over time, in relation to their starting points and to identify and plan for the next steps in their learning
- further develop systems for sharing information with parents and others involved in children's learning and development

The leadership and management of the early years provision

The management has ensured that children are very well protected, as all staff are checked and have received training on safeguarding children. The manager and staff have sufficient understanding of their statutory responsibilities, as they have reviewed and developed an understanding of the Early Years Foundation Stage (EYFS). Staff have a sound knowledge and understanding of their role and responsibilities to ensure they identify and support the individual care and learning needs of children. Consideration has been given to the guidance to promote

children's learning and development; consequently, staff are focused on promoting and raising children's achievements. However, children's records do not show their starting points or their progress over time.

Policies and procedures reflect welfare requirements, including complaints procedures and written risk assessments. Staff are secure in their understanding of safeguarding issues and responsibilities. The provider is developing the system of self-evaluation in order to promote improvement within the setting.

A strong partnership with parents has been developed, which helps to ensure that children are cared for according to their wishes. Parents are informed of events through newsletters, written notices and discussion. However, an effective liaison as to each child's progress towards the early learning goals is not yet established with other providers. A very good range of appropriate resources are available to aid the care and development of all children.

The quality and standards of the early years provision

Children enjoy an environment where they are able to use a wide range of stimulating equipment in well laid out premises, including the sensory room, a large soft play area and an exciting outside play area. The provision is very well equipped for the care of children with disabilities and includes access for wheelchairs. In the children's kitchen the sink can be raised or lowered to ensure that all children are included.

Children's learning is supported, as staff have a sound understanding of the learning and development requirements. Activities and resources that reflect children's interests are set out, enabling independent choices. Some observations of what some children do are noted and linked to the areas of learning. Staff are beginning to identify the developmental stage of each child and plan to meet children's individual needs. Children are offered experiences and activities that promote their progress towards the early learning goals across the six areas of learning.

Staff form positive relationships with the children, who enjoy their time at the provision. They are engaged in self-selected activities and play games cooperatively with older children, sharing and taking turns. For example, children enjoy weighing and measuring ingredients when cooking. They receive many opportunities for physical play both inside and outside. They move their bodies in a variety of ways, for example, kicking and throwing balls and developing coordination and balance when negotiating equipment in the soft play area.

The premises are very secure which helps to ensure that children are unable to leave the premises unnoticed. Doors have security key pads and the very high staff ratio ensures that children are kept safe. Risk assessments are carried out on the premises and the equipment before children arrive to ensure that they are completely safe for children, for example the sand pit.

Children's understanding of their own safety and good health is promoted

effectively. They understand the importance of good hygiene routines and a healthy lifestyle, for instance, the washing of hands before snacks and after outside play. Suitable facilities are in place to ensure that children's privacy and dignity is protected, such as a first aid room. Discussions with children about a balanced diet which includes five portions of fruit and vegetables a day and opportunities to make their own food, promotes children's understanding of a healthy diet further. A range of activities that reflect the backgrounds of the children that attend and include the support and involvement of their parents, promotes children's awareness of diversity and the wider world.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
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?	3

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

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

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 registration.

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.