

YMCA Sutton Coldfield Playscheme

Inspection report for early years provision

Unique reference number 229052
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Inspector Sally Ann Smith

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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 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

YMCA Sutton Coldfield Play Scheme opened in 1999. It operates from several rooms on the ground floor of the YMCA Hostel and from the ground floor of an adjacent building. Residents are not on site during play scheme operation times. There is a fully enclosed area available for outdoor play.

There are currently 98 children on roll who attend for a variety of sessions. The play scheme is registered on the Early Years Register and voluntary and compulsory parts of the Childcare Register. The setting opens from 8.15am to 5.40pm during school holidays only. The play scheme supports children with learning difficulties and/or disabilities.

There are five full-time staff working with the children and a number of students and volunteers. All the full-time staff have level three qualifications in play work or early years, two volunteers have level two qualifications and the remainder are working towards a recognised qualification.

Overall effectiveness of the early years provision

Overall the quality of care is satisfactory. Children are actively engaged in all aspects of their play and make steady progress in their learning and development. There is a strong commitment to inclusion and all children have their individual preferences and needs met. The setting liaises with parents about their child's care so that they are fully supported. Systems are continually being developed to evaluate practice and staff are proactive in making any necessary improvements as necessary.

What steps need to be taken to improve provision further?

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

- develop further knowledge of the learning and development requirements
- develop further knowledge and understanding of how observations and assessments can be used to inform planning in order for children to achieve the early learning goals.

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

- ensure that information is obtained about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare).

18/09/2009

The leadership and management of the early years provision

The manager has clearly targeted areas for improvement since the last inspection in order to enhance the quality of the provision. All staff are involved in regular discussions to evaluate practice and identify areas that have been successful or make any adaptations to further improve all aspects of children's care and play. Staff have some understanding of the Early Years Foundation Stage learning and development requirements, although the manager recognises the benefit of future training to improve and consolidate their knowledge. However, through an effective key person system, staff know individual children well and as a result plan activities accordingly. Staff have a clear understanding of their roles and responsibilities in ensuring that children are provided with a stimulating environment. Regular staff supervision and appraisals enables the manager and staff to identify areas for future personal development and training.

Staff establish close links with parents, valuing their contributions as partners in their child's learning. Parents have access to the operational plan which enables them to have a clear understanding of the policies and procedures which underpin the sound care and learning that children receive. Staff make every effort to establish relationships with other settings that children attend to share information.

Staff demonstrate a sound understanding of safeguarding policies to ensure children are well protected. All staff including volunteers, domestic staff and the board of directors receive safeguarding training. This ensures they are fully aware of their responsibilities in ensuring that any concerns are handled promptly and reported to the relevant agencies. A designated child protection officer is responsible for supporting all staff in implementing procedures effectively. Comprehensive risk assessments are in place to ensure children play and learn in safe indoor and outdoor environments. Most of the necessary consents are in place to promote children's safety, although information is not obtained regarding who has legal and parental responsibility for the child.

The quality and standards of the early years provision

Staff meet before the start of each play scheme to plan a range of activities which are then displayed for parents perusal. However, these arrangements are flexible in order to accommodate children's preferences as they are regularly consulted about the planning of topics, themes, activities and resources, which ensures that they enjoy their time at the setting. This ensures a good balance of child-initiated and adult-planned activities are available for children to choose from. There is lots of choice with regard to resources and children are encouraged to use their imagination and creativity in their play. Old sheets and blankets are used to make dens, children spread out on the floor and construct various models using a range of resources and there are a wealth of art and craft materials available in a separate craft room. Here, children work around a large table developing their own themes and ideas to make, for example, clay plates and pots, footprints in plaster, different coloured and scented play dough, mobiles and jewellery using recyclable materials. Children enjoy experimenting with colour, mixing paints together to

produce new colours and shades and use a range of brushes to create different textures and techniques. At times, children work collaboratively on a large scale piece of work.

Daily cooking events take place where children follow a recipe, weigh out ingredients and at the same time learn about health and safety in the kitchen. Children always wash their hands prior to handling food and wear protective aprons, therefore reducing the spread of germs. Children prepare such delights as cheese, courgette and raisin muffins, oat bars, cheesecakes and brownies. For those with a savoury palette, pasta bakes are also on the menu. Children display these for parents to see and then take them home. Sports and physical activity is a daily feature of children's play where group games, such as rounders, football and cricket prove popular. Children also enjoy competitive events, such as tug of war. Balancing and coordination skills are developed as they master an assault course where they walk along, jump and climb over or crawl under various equipment. On occasions children walk to the local park to play on the large equipment or take fishing nets and fish in the stream.

Whilst staff have some understanding of the learning and development requirements within the Early Years Foundation Stage, there is no formal individual planning in place although children are assigned key persons who know them well. As a result, children's likes and preferences are accommodated in all aspects of their play. Staff also liaise with children's parents to discuss their likes, dislikes and what they enjoy at school. Parents are encouraged to help in the scheme by becoming a volunteer helper, further supporting their children's play and learning. Staff make every effort to obtain information regarding children's learning from other settings and are part of a local forum to share information. This means that children enjoy their time at the setting and are engaged in meaningful activities that stimulate their interest. Staff engage with children joining in their conversations and games. Activities are always evaluated to determine how successful they are in promoting children's interest and where future improvements can be made. Feedback is also obtained from the children. However, whilst staff observe children regularly in their play, there is no system to use observations to assess children's learning in relation to the early learning goals.

Staff are familiar with the six areas of learning and as children attend sporadically, the emphasis is on promoting their personal, social and emotional development. Staff ensure that children learn to care, share and take turns. Great value is placed on children listening to each other and to respect each other's views and differing opinions. A buddy system operates, where older children are encouraged to help younger children and ensure that they are involved in activities so that all children are included. Children make a friendship tree where they draw a picture of themselves and talk about their qualities and each others. Children with learning difficulties and/or disabilities receive one-to-one support so that their individual specific needs can be met ensuring they are fully included in all aspects of play.

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?	3
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

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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