

Squirrels Holiday Playscheme

Inspection report for early years provision

Unique reference number	120215
Inspection date	16/02/2009
Inspector	Deborah Jacqueline Newbury
Setting address	St. Marys Church Hall, Park Road, CAMBERLEY, Surrey, GU15 2SR
Telephone number	07990 528 061
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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).

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

Squirrels Holiday Playscheme opened in 1999 and provides out of school holiday care for children aged four to 13 years of age. The holiday club is run by Woodlands Day Nursery at Frimley Park Hospital and is open to children whose parents work at the hospital. It operates from a church hall in a residential area of Camberley in Surrey. The club meets in the main hall and also has the use of an adjacent room. There is an outside area available for outdoor play and the club makes use of the nearby park. It is open from 08.00 to 18.00 Monday to Friday during all school holidays. Children may attend for a variety of sessions.

The playscheme is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend at any one time. The number of children on roll varies. The club welcomes children with learning difficulties and/or disabilities and makes provision for children with English as an additional language.

The playscheme is staffed according to the number of children who attend to ensure required adult:child ratios and adheres to at least minimum qualification requirements.

Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. Children do enjoy their experience of the playscheme and they benefit from the positive attitudes of staff who are warm and welcoming to everyone and treat them with equal concern. However, there is little use of self-evaluation and monitoring systems are not, as yet, sufficiently well developed to ensure staff implement all aspects of the Early Years Foundation Stage (EYFS). As a result, children's welfare, learning and development are not fully promoted in all respects. There are breaches in respect of some specific legal welfare requirements and weaknesses in the way playscheme staff work in partnership with parents, carers and other settings to ensure individual needs are identified and catered for.

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:

- take steps to prevent intruders entering the premises (Safeguarding and promoting children's welfare) 28/02/2009
- carry out a risk assessment for each type of outing, which includes an assessment of required adult:child ratios (Suitable premises, environment and 28/02/2009

- equipment)
- put in place, and make available to parents, procedures to be followed in the event of a parent failing to collect a child at the appointed time and to cover the eventuality of a child going missing (Safeguarding and promoting children's welfare) 28/02/2009
- devise and implement a system for gathering information about children's starting points and planning for children's individualised learning (Organisation) 28/02/2009
- maintain a complete daily record of the names of the children looked after on the premises and their hours of attendance. (Documentation) 28/02/2009

To improve the early years provision the registered person should:

- improve use of self-evaluation and monitoring systems to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- improve systems for gathering information about individual children's needs and develop links with other providers of the EYFS to ensure a shared approach to supporting children's learning and development.

The leadership and management of the early years provision

Leadership and management are ineffective in ensuring the setting meets the required standards for the EYFS. Use of self-evaluation and arrangements for monitoring the quality of the provision are not sufficiently well developed to identify strengths and priorities for development to improve the quality of provision for all children. Whilst some areas identified for improvement at the playscheme's last inspection have been addressed appropriately, one principal reported weakness has received insufficient attention overall to ensure improved safety and outcomes for children. This predominantly relates to a lack of any robust system to ensure security and prevent intruders from entering the premises. This places children at risk. Staff maintain most required records although some essential policies and procedures are not in place which compromises children's welfare. There is currently no written procedure for lost and uncollected children and no risk assessment for outings. These are specific legal welfare requirements. Furthermore, the attendance register is not always maintained appropriately to provide an accurate indication of the children present. Management has not yet considered how the learning and development requirements for children in the early years group can be met. There is no system in place for finding out what children know and can do and to plan for children's individualised learning.

Children are safeguarded as management implements appropriate recruitment and vetting procedures and staff have a clear understanding of child protection issues and their role and responsibility to report any concerns they may have. Qualification requirements are met.

Relationships between staff and parents are warm and friendly and they engage in an informal exchange of information when children are dropped off and collected. Staff gather some information from parents about the children who attend the playscheme although this is predominantly confined to details about allergies, medical conditions and learning difficulties. Staff do not seek important information about children's home languages, cultural and religious backgrounds, nor their starting points. This limits staff's ability to ensure they recognise, understand and meet the individual welfare needs of children and that children are able to achieve as well as they can. Parents have not been informed about the EYFS. The setting does not take into account and complement the range of EYFS experiences children receive elsewhere to ensure continuity in their learning and a fully cohesive approach.

The quality and standards of the early years provision

Most children enter well and separate easily from their parents. Those who are a little unsure, for example because it is their first experience of the scheme, receive reassurance from staff who are keen that they settle and enjoy themselves. Children generally have the confidence to approach staff to express their wishes and they are consulted about the rules for the playscheme and expected forms of behaviour as they discuss and agree the 'Children's Contract'. This approach enables children to play an active role in the setting. Children behave well and receive praise. They have opportunities to mix with children of differing ages and are able to make their own selection of play materials in addition to those set out by staff. This is because staff are in the process of extending scope for continuous provision through the introduction of storage units housing a selection of resources. Several children bring in electronic games from home which they are permitted to use as and when they wish. Management has purchased similar items for the scheme, which means that this type of play is accessible to everyone. Children explore construction toys, use their imaginations and express their ideas as they model with clay. They enjoy dressing up and playing with the musical instruments. The play station is popular and a variety of different games caters for the interests of different children. Warm, friendly relationships between staff and children are evident as indeed they are between children and their peers. Staff enjoy the company of the children who attend the playscheme and join in with their play. However, planning, observation and assessment systems are not sufficiently developed to ensure children's individual learning needs are identified and catered for.

Children's overall good health is promoted effectively. Staff take positive steps to minimise the potential for the spread of infection and encourage children to follow good personal hygiene practices. Children independently help themselves to drinking water when thirsty and enjoy a variety of healthy foods for snack. Staff have just introduced a rolling snack time which enables children to make their own decisions about when they wish to eat and drink. Everyone sits together to eat the packed lunches they bring from home. Children have several opportunities to be physically active. One area of the hall is set aside for indoor ball games and children also have the option of enjoying fresh air as they play on the patio area

outside the hall and when they go to the adjacent park. Children choose to spend time in the comfy book corner where they relax with others and look at books.

Children learn how to keep themselves safe as staff set clear boundaries and draw their attention to potential hazards and possible consequences. For instance, they explain about the importance of not running indoors to avoid falling and hurting themselves and talk to them about what they need to do if a member of staff blows the whistle. Staff inform children about where they can and cannot go and the importance of telling them if they are going to the toilet.

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?	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
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?	3
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
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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.