

BERR Play Scheme

Inspection report for early years provision

Unique reference number EY361431
Inspection date 16/02/2009
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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

BERR Play Scheme was established in 2006 and re-registered in 2007. It operates during all school holidays from one large hall and two small rooms within the Department for Business, Enterprise and Regulatory Reform (BERR) in the London borough of Westminster. The setting serves children whose parents work for the BERR or other Government departments. Children have direct access to a secure enclosed outside play area. The setting operates during school holidays only, Monday to Friday, from 08:30 to 17:30.

The play scheme is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 24 children at any one time. It also offers care for children covered by the voluntary part of the Childcare Register, with an overall total of 36 places offered each day. Children attend a variety of sessions and choose to attend one of the five holiday play schemes run by the organisation in Westminster. The organisation currently has 600 children on roll; of these, 300 children are in the later years age group and 60 children are in the early years age group. The setting supports children who have identified learning difficulties and/or disabilities. There are presently no children on roll who are learning English as an additional language. On the day of inspection a total of 32 children were present; of these, 16 children were in the early years age group.

The play scheme employs six staff who work directly with the children and at least half of all staff hold relevant childcare qualifications. The staff are supported by a senior management team who attend each setting daily.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children benefit from a broad programme of free-flow indoor and outside activities and outings that promote all areas of learning and development; they move freely, following their own interests while being supported well by staff who engage them in meaningful conversations. Good systems are in place to promote inclusive practice. For example, children benefit from a key person and named buddy group, promoting their sense of security and belonging; staff ensure children's individual needs are known and respected, including providing any additional support for children who have identified learning difficulties and/or disabilities. Staff are attentive, encouraging children's socialisation and positive behaviour. Continuous improvement of the service is maintained through effective management systems, including evaluation and working in partnership with parents.

What steps need to be taken to improve provision further?

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

- ensure the fire blanket is easily accessible in the food preparation kitchen used by staff.

- ensure the policy for safeguarding children and protecting them from harm is shared effectively with parents.

The leadership and management of the early years provision

The leadership and management are effective and help support good teamwork and a commitment to constant development of the quality of service. For example, staff attend meetings prior to every play scheme; they have good opportunities to attend relevant training and participate in an induction programme and system of appraisal. A variety of information is shared with parents, such as information about activities and outings, staffing arrangements and most policies and procedures, although the safeguarding children policies are not easily accessible. Good systems are in place to help safeguard children. For example, all staff attend relevant training so that they know what to do if they are worried a child is being abused and relevant policies and procedures are in place. In addition, robust security systems are in place and all staff complete vetting checks to ensure they are suitable to work with children. Staff are observant, ensuring children are constantly supervised and engaged in activities that promote learning. Children, parents and staff all contribute their views at the end of each play scheme by completing a questionnaire, enabling managers to collate an effective evaluation of the setting.

The quality and standards of the early years provision

Children have excellent opportunities to make progress in all areas of learning. The educational programmes and assessment arrangements are well organised. For example, staff use their evaluations of activities, outings and observations of individual children's progress to aid future planning. Lesson plans are clear and identify the learning intentions relating to the Early Years Foundation Stage; weekly plans relating to focus activities and outings are differentiated for children in the early years and later years age ranges, promoting the learning and development of all children.

Children are developing good self care skills and independence. For example, they make healthy choices, such as when and what they would like to eat as they choose from a selection of food and drinks at their self-styled snack bar; they are able to select resources and develop their sense of responsibility as they help to put them away. Children behave very well; they are able to share and take turns during play and show consideration to others. They are interested to learn, participate well in all activities and show confidence while speaking in small groups. Children's sense of community is enhanced through planned activities, such as making their club banner prior to the sports day with the other clubs run by the organisation. Children communicate well, are confident speakers and engage easily in conversations with each other and adults. They are developing good writing skills and are able to form recognisable letters. They use books purposefully, developing their reading skills. Children develop their counting and problem solving skills while playing board games and using a variety of puzzles. Younger children make quick comparisons and estimates as they use fishing nets

in the water tray and discuss the number and type of objects they have caught. Children show an awareness of size and space as they discuss the size of the bears they are painting on their banner and how many more they can fit in. Children become engrossed in imaginative play; they cooperatively engage in role play while playing in the home corner and office areas. Their free creative expression is promoted well through participation in a range of activities, for example, drawing pictures of people and animals and exploring while using paint, collage and malleable materials. Children select their own resources while purposefully designing and making things. In addition, they show skilful use of hand-held tools, such as snooker cues, scissors and play dough tools, and manipulate the play dough to create a planned effect, developing their physical control. Children gain regular exercise and fresh air as they walk to local parks for outside play where they engage in a variety of activities aimed at developing their physical skills. For example, they use climbing apparatus and participate in group activities such as using the parachute and sports. Children are able to designing and construct purposefully, for example, building towers and homes for their dinosaurs with bricks and making cars with construction sets. Children's awareness of cultures and beliefs is enhanced through planned activities relating to a variety of festivals and while using a range of books and resources that promote equality. They have good opportunities to handle objects and learn about nature as they explore and investigate twigs, cones and leaves using magnifiers; they use real kitchen utensils in the home corner, such as metal saucepans and wooden spoons.

Children are cared for in a welcoming and well maintained environment where high regard is given to their safety and security. Thorough risk assessments are in place relating to the premises, equipment and outings and staff complete daily checks, promoting children's safety. However, not all risks are minimised as a fire blanket is not easily accessible in the kitchen area used by staff to prepare snacks. Appropriate fire safety equipment is in place in the rooms used by children, such as fire detectors and extinguishers. Exits are labelled and evacuation procedures are displayed. In addition, children participate in regular fire drills during every play scheme, enabling them to take prompt action in an emergency. Children's artwork is displayed along with educational posters, maps and written labels and captions that create a stimulating learning environment. Children benefit from plenty of clear play space in the main play room and a dedicated art room and a quiet room for reading and relaxation. Resources are well organised, reflecting the six areas of learning; they are in good condition and are suitable for the number and age ranges of children attending. Children's welfare is safeguarded through appropriately implementation of all required policies and procedures and use of documentation, such as, records of children's individual details and needs, their attendance and any accidents or medication. Children's good health is promoted effectively. For example, they have frequent opportunities to gain exercise and healthy eating habits are supported as children have constant access to fresh drinking water and a variety of savoury snacks and fresh fruit. Children and staff follow well established routines that help stop the spread of infection and comply with food safety standards, such as ensuring children's packed lunches are stored appropriately.

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?	2
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?	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?	1
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?	1
How well are children helped to enjoy and achieve?	1
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?	1

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

Since registration, no complaints have been made to Ofsted.

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.