

Woodpeckers at Brune Park Holiday Playscheme

Inspection report for early years provision

Unique reference number	EY288698
Inspection date	22/12/2008
Inspector	Mick Pye
Setting address	Brune Park Community School, Military Road, Gosport, Hampshire, PO12 3BU
Telephone number	02392 616000
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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

Woodpeckers at Brune Park Holiday Care registered as an out of school provision in 2004. It is located in Brune Park Community School in Gosport, Hampshire and is part of Woodpeckers Childcare Ltd. It is registered to provide care, at any one time, for 60 children aged from four to under eight years of age. It is the settings policy to accept children up to 16 years. A full day is offered during school holidays and the setting is open from 07.30 to 18:00 Monday to Friday. There are currently 249 children on roll, of these 28 children are under five years, 78 are aged five to eight, and 143 children are over eight years. Children attend from the surrounding areas. The play scheme supports children who have learning difficulties and/or disabilities, and also supports children who have English as an additional language. The play scheme employs 11 staff, of these eight hold relevant childcare or play work qualifications. The senior manager has now qualified with a National Vocational Qualification at level 3 in play work, six other staff have a level 3 childcare qualification and all are receiving additional training towards a level 3 in play work.

Overall effectiveness of the early years provision

Good organisation and management helps ensure the smooth running of the provision. Very positive relationships exist and the children consequently settle and are happy. Experienced staff get to know the children quickly and provide a good range of engaging experiences.

The work carried out to make the provision more inclusive for all children, the constant introduction of new activities for children, such as kite flying, and the development of the accommodation and resources, helps to support a good capacity to sustain improvement.

What steps need to be taken to improve provision further?

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

- improve planning to enable the provision to show when and where the EYFS curriculum is delivered and be able to inform parents of their children's progress
- ensure that written reviews and self-evaluation strategies show the impact of any changes introduced

The leadership and management of the early years provision

Leadership and management are good. Clear policies and procedures have been developed which result in staff knowing the routines well and applying them consistently. Consequently, the day's activities run seamlessly, the children are kept busy and they enjoy all that the staff offer. Teamwork is well developed and

senior leaders ensure that responsibilities, such as child protection, are shared amongst staff. The welfare of the children is given a high priority. Risk assessments are in place for the overall provision and a daily check is made of a good range of risk elements. However, in these documents there is insufficient attention paid to individual areas, such as the indoor activity or external areas. Appropriate attention is paid to safe recruitment procedures when appointing staff. Particularly good attention is paid to ensuring that staff benefit from opportunities to continue their professional development. For example, in partnership with a local special unit, training has taken place to ensure that the provision recognises and better meets the needs of autistic children. As one member of staff leaves, senior managers ensure that succession training takes place, for example, for lifeguards. Senior leaders are aware of the new demands of the Early Years Foundation Stage (EYFS) curriculum. Training for staff has been arranged and an ongoing review is taking place of how the provision delivers the curriculum.

Senior managers are very active in the running of the playscheme, and this enables them to have a good understanding of the strengths of the provision and areas for development. However, whilst review by managers does take place there are opportunities missed to formalise the process, for example, to identify measurable starting points and to record the findings of the review of any changes introduced.

The quality and standards of the early years provision

Children and adults relate well to each other. Consequently the children are happy and show their enjoyment of the varied activities. They show appropriate pride in the results of their work and the displays of their model Christmas cakes and trees brighten the activity area. They share resources well and show respect, such as when they listen carefully to adults and each other. This results from the very good daily practice of the children drawing up their own rules and expectations which are clearly displayed throughout the day. Their personal development is good.

Their knowledge of how to stay safe and eat healthily is good. The children have an excellent understanding of the benefits of keeping healthy and physically fit because of the varied sports and games they are offered, including swimming. They are offered healthy drinks and snacks and have easy access to fresh water throughout the day. They are keen to make a good contribution to the community, with older children ensuring that the younger ones fully participate in team games, such as the 'Crash Mat Derby'. Such team work helps prepare them well for the future.

Regular staff meetings take place prior to the start of the playscheme and consequently all adults know the planned activities and are aware of any special needs of individual children.

Careful attention is paid to ensuring that parents are involved in identifying the needs of their children. Informal conversations take place about their children's progress, but there is a need for a more formal recording and reporting to parents of how well EYFS children are progressing.

Currently the children make satisfactory progress overall. The senior manager is working well in partnership with a local school in devising a means of recording and reporting the children's progress. However, it is recognised that there is further scope to improve planning and other documentation to show where and when the EYFS curriculum is being delivered.

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?	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?	1
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

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 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.