

Sandmartins and Sandpipers Playscheme

Inspection report for early years provision

| | |
|--------------------------------|---|
| Unique reference number | 153465 |
| Inspection date | 28/01/2009 |
| Inspector | Eira Gill |
| Setting address | Sandford St. Martin C of E First School, Sandford, Wareham, Dorset, BH20 7AJ |
| Telephone number | 01929 551212 |
| Email | |
| 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

Sandmartins and Sandpipers Playscheme is an out of school and holiday club that is run by a committee of volunteers. The playscheme operates from a building in the grounds of Sandford St Martins First School in Sandford, Wareham. Originally, Sandmartins and Sandpipers occupied two separate buildings within the grounds of the school. They opened in 1995 and 1999 respectively. However, in September 2008, the two settings moved into one building which is fully accessible for children and people with mobility difficulties. The accommodation consists of one large room with a kitchen area, up-to-date toilet facilities, a cloakroom and a kitchen area. The setting has the use of the adventure playground, the field and tennis courts in the summer.

The setting is on the Early Years, Compulsory and Voluntary Childcare registers. It caters for children up to the age of 14 years. A maximum of 42 children may attend at any one time. There are currently 89 children on roll of which four are in the Early Years age range.

The children attend a variety of sessions each week. The out of school club opens five days a week throughout the year with one week's break between Christmas and the beginning of the Spring Term. Sessions begin at 07:30 until 08:50 and 15:00 until 18:00 during term time and 08:00 to 18:00 during the school holidays and school closure days.

Six staff work with the children. The manager is qualified to NVQ 3 level in childcare, two assistants are qualified to level 2 and one to level 1. One member of staff is a qualified teacher and another is training to be a teacher. The setting has links to the host school as well as to other first and middle schools nearby.

Overall effectiveness of the early years provision

Sandmartins and Sandpipers after school club and holiday play scheme provides satisfactorily for children in the Early Years Foundation Stage (EYFS). The setting ensures good links with parents who are very appreciative of the care given to their children. Management ensures that boys and girls, whatever their background or disabilities make sound progress. Children are very safe and enjoy their time while in the setting and all members of staff promote well all aspects of their welfare. All issues from the previous report have been addressed and the capacity to further improve provision is satisfactory.

What steps need to be taken to improve provision further?

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

- ensure that all staff are given opportunities to take part in training to implement the Early Years Foundation Stage expectations to further their professional knowledge and understanding of children's needs

- consider how to reorganise the accommodation to ensure that the youngest children can make more purposeful choices about activities that will consolidate their learning; that will give scope for free movement and well-spread activities
- extend links with the first schools to maximise the learning and developmental opportunities for the early years children

The leadership and management of the early years provision

Safeguarding policies are fully in place and ensure that the children are well protected. All staff are vetted appropriately. Effective teamwork between the manager and assistants ensures that children are very safe and make appropriate progress. Risk assessments are carried out regularly.

All staff have the expected qualifications and most are working towards higher levels. However, the manager and staff have not yet attended training sessions to help them to deliver the EYFS Framework. Apart from the manager, all assistants work part-time which means that the staff are not able to meet regularly. This is one of the reasons the manager has not yet completed the formal self-evaluation document. However, she is aware of what needs improving and plans to tackle the evaluation form later this term. The setting has been successful in ensuring that the areas for improvement identified in the last inspection have been dealt with satisfactorily. The manager evaluates staff performance in an informal way and has quiet chats with the assistants about how they can improve their skills on a day-to-day basis. She gives them appropriate feedback.

Overall, partnerships with parents and other schools and settings are good. Parents are very happy with the setting. They say that their children enjoy attending and want to come more often. Parents are particularly pleased with the 'warm, motherly and caring assistants'. One parent commented, 'It's very homely and I'm extremely happy with the care my child is given.'

Partnerships with the host school, the nursery on site and other schools are effective. The setting has been particularly successful in giving support to pupils who have special needs. The manager has ensured there is good two way communication with parents, carers and social workers. As a result, the support systems set up have proved to be effective in helping individual children to move forward in their personal and social development. However, staff have yet to discuss with the children's current Reception Class teachers what the Early Years children know and can do. This prevents the setting being able to build upon the learning that is taking place elsewhere.

The quality and standards of the early years provision

Children enjoy being in this setting and their learning is developing appropriately. They are warmly greeted by the staff and quickly settle in. Assistants are well prepared and organise, for example, craft resources and scissors, and so on to make photographic frames. The very young children have the confidence to join

the older children in this activity. For instance, they managed to cut sticky tape and complete the frames with help from the assistant. They showed good skills of concentration and determination while they worked. One said 'I'm trying to concentrate.' The young children mostly get on well with the older boys and girls and happily play and talk with them. They enjoy playing with each other particularly using the Marble Run. Sometimes, they play on their own with the multi-storey garage and small cars. Their social skills develop appropriately in the setting.

The accommodation is decorated well with the children's artwork and models. The room is bright and cheerful. However, a large amount of floor area is taken up by three large tables and chairs where the children sit to have their breakfast in the mornings. A sizeable snooker table is in front of the dressing up rail and quiet corner. This reduces the amount of space for the younger children, in particular, to build models, to play games or to get involved in role-play. The range of resources clearly visible for the children is fairly narrow because the boxes of equipment are stored under shelving and are very tricky for the youngest children to pull out. They are unable to make enough purposeful choices about their activities which will consolidate their learning. Nevertheless, as children are picked up by their parents from about 16:00 hours the amount of space available increases slowly. The older children monopolise the Play Station and computers but, sometimes, the older boys allow the younger children to sit by them and show them how to play the games. It was evident that when most of the older children have gone home, the younger children carry on by themselves playing memory games on the computer finding pairs of cards, for example.

The staff are watchful of the children. They feel safe and secure because they know the routines and what is expected. They are careful with their personal hygiene and wash their hands before eating. At snack time they learn about healthy eating and enjoy fresh fruit and yoghurt. Once a week, they help to prepare the snacks for other children. The children go outside to play and learn about how to be healthy particularly when it is warmer. Staff are extremely careful to ensure that the car park nearby used by the parents is empty. In the summer, children can use the school field and tennis courts and often enjoy their lunch out of doors. The social skills and good behaviour of the youngest children make a useful contribution to the smooth running of the setting. The development of these skills is making a satisfactory contribution to their education elsewhere and in the future.

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? | 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 |
|---|-----|

| | |
|--|-----|
| 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 the last inspection there have been no complaints made to Ofsted that required the provider to take any action.

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.