

# Leicester Civil Service Holiday Playscheme

Inspection report for early years provision

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<b>Unique reference number</b>	227026
<b>Inspection date</b>	27/02/2009
<b>Inspector</b>	Jenny Batelin
<b>Setting address</b>	The Lancaster Sports College, Knighton Lane East, Leicester, Leicestershire, LE2 6FU
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<b>Email</b>	
<b>Type of setting</b>	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**

The Leicester Civil Service Holiday Playscheme opened in 1990. It operates from The Lancaster Sports College situated in Aylestone, in the city of Leicester. It is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register and complies with all conditions for the Childcare register.

A maximum of 50 children, under eight, may attend the scheme at any one time. The playscheme is open each weekday from 08:15 to 17:30 during the school holidays. Children may attend full-time or part-time, but for a minimum of five hours a day. All children share access to secure enclosed outdoor play areas. The setting is able to support children with learning difficulties and/or disabilities and there is disabled access.

There are currently 73 children aged from four to under 15 years on roll. Of these two are of early years age. Children come from a wide catchment area as their parents travel in to the city to work from all areas of the county of Leicestershire. The scheme employs 32 staff, all part-time, except the manager. The manager holds a level 3 Early Years qualification and other staff hold recognised qualifications.

## **Overall effectiveness of the early years provision**

The overall effectiveness of this playscheme is good and it has a good capacity to improve. The leadership and management are committed to ensuring that all children enjoy their time in a place where learning is safe and where children can have great fun. As a result, parents have great confidence in staff and have an outstanding partnership with the setting. Children's individual needs, including those within the Early Years Foundation Stage, are valued and met effectively through ongoing observation, responding to children's interests and daily contact with parents. Staff include all children extremely well and provide the effective support, which enables them to make good progress in their learning and development.

## **What steps need to be taken to improve provision further?**

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

- provide more opportunities for children to join in and contribute to their own and each other's learning
- develop self-evaluation procedures by paying even more regard to the needs of early years children.

## **The leadership and management of the early years provision**

The leadership and management of this playscheme are good. The very experienced manager has a clear vision for providing the best of care and a fun, adventurous experience for all children. She is well supported by enthusiastic and passionate staff who work extremely well as a team and speak of wanting to 'interact with the children and give them a good time'. The children are safeguarded well and this is reflected in the way procedures are implemented in full accordance with current legislation. The consistent start to each day, which includes reminders of safety issues, ensures that all children are familiar with staff and routines, including those for whom it may be the first day. Policies, procedures and risk assessments are securely in place. All staff have appropriate qualifications, and training for all is accessed when available. The children are happy and confident and relate to the staff as good friends.

The recommendations from the last inspection have been dealt with thoroughly. There is a good process of self-evaluation, which also responds to questionnaires from parents and children at the end of the summer holiday session. However, at the moment, the questionnaires do not consider the needs of the early years children sufficiently. Children can also make suggestions through an 'ideas board' and so contribute to future planning. Planning is shared through the newsletter sent to parents and children before the start of each playscheme session. The playscheme ensures that all children feel included and make good progress.

The links with parents are very good. There is good, regularly updated information for parents, displayed in the entrance hall. This includes photographic evidence of activities undertaken. Parents are encouraged to share information about their children with staff and any issues that arise during the day are discussed with parents when they collect their children. This sharing of information helps staff to support children with their particular needs effectively.

The playscheme takes children from many schools and receives information and support for its work through training given by the city council. The manager has taken time to improve her knowledge of early years practice through research and reading, but has not yet had time to fully share this with all staff and parents.

## **The quality and standards of the early years provision**

Children thoroughly enjoy their time at the playscheme and speak of the fun they have, and the opportunities to meet up with friends. Young children make good progress, particularly in developing their personal, social and emotional skills and in their creative and physical development. Children develop their independence well as they enjoy and choose from the many activities, such as face painting, table tennis, construction, dressing up, and board games to which they have free access. The playscheme facilities include a wide variety of secure spaces inside and outside, including an all weather pitch, sports hall and field. Children's safety and welfare is sustained well. Staff ensure that children are always well supervised when using the setting's facilities and as a result, all children feel secure and new

children settle quickly. The manager, as the only full-time member of staff, is the key worker and is available at the beginning and end of sessions for parents. Children know they can approach an adult with any concerns. Policies are up to date and ensure that health issues are correctly addressed.

Planning is undertaken before each session of the playscheme and takes account of the time of year, festivals and children's interests. Qualified coaches lead specialist sports training and children are particularly well supported in developing new and adventurous skills, such as fencing. Children often choose activities for themselves and then receive good adult support to help them progress. Staff reward the children's efforts with certificates and badges.

All staff assess children's progress and respond accordingly, but, because of the varied attendance, it is not appropriate that these are always formally recorded. The ongoing conversations with parents ensure that children's development is well supported.

Children develop a good understanding of healthy lifestyles through the provision of healthy snacks and drinks and constant reinforcement of hygiene routines. Parents support the work of the scheme by sending healthy lunchboxes. Children make good progress in their physical development and benefit from plenty of opportunities for physical activity both inside and outside.

Behaviour is very good. Staff talk about mutual respect every day and, as a result, children respect each other and work and play well together. Most children make good contributions to their learning. However, the leadership has identified the need to improve the way children join in and contribute to their own and each other's learning. Staff are also developing the children's understanding of 'having respect for others' and are promoting this by using the range of existing friendship groups. Staff support children with learning difficulties and/or disabilities well through sensitive discussion. The children's good progress in this setting equips them well for their future learning.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	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?	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](http://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.