

The Hut Inclusive Play Setting and Crèche

Inspection report for early years provision

Unique reference number	962775
Inspection date	20/08/2009
Inspector	Nigel Lindsay Smith
Setting address	Hinton Close, Newton Road, Bath, BA2 1RX
Telephone number	01225 400018
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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 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).

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 Hut Inclusive Play Setting and Pre-School is managed by Bath Area Play Project and Twerton Play Forum. It was registered in 1990 and operates from The Hut building in Twerton, Bath. Children have access to two secure enclosed outdoor play areas. The pre-school is open each weekday during term time from 9.00am until 3.00pm and the play scheme opens during school holidays from 11.00am to 3.00pm.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children under eight may attend the setting at any one time, of whom no more than 30 may be in the early years age group. There are currently five children aged from birth to under five years on roll. The setting supports children with special educational needs and/or disabilities.

There are five members of staff, of whom four hold appropriate early years qualifications to at least NVQ level 2. The setting provides funded early education for three- and four-year-olds.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are happy and enjoy their time in the club. Their welfare is well-supported. They are all included in a varied programme of activities. The setting is beginning to evaluate its practice, but has not effectively implemented the Early Years Foundation Stage in order to evaluate learning outcomes for children.

What steps need to be taken to improve provision further?

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

- date the risk assessments to ensure that they are reviewed regularly

To fully meet the specific requirements of the EYFS, the registered person must:

- assign a key person and undertake assessment in order to plan to meet children's needs as they progress towards the early learning goals
(Organisation)

30/09/2009

The leadership and management of the early years provision

Appropriate policies and procedures support the effective running of the scheme.

Children are safeguarded through an appropriate policy in relation to any child protection concerns, and staff members' secure understanding of appropriate action to take. There are clear arrangements to ensure that adults are appropriately vetted.

Staff organise the activities so that children have a variety of play opportunities. Children are given the chance to choose from a selection of resources that are readily available. Staff are friendly and know the children well. All children are appropriately included in the setting. There are appropriate arrangements to include children with disabilities and/or learning difficulties.

Staff receive an induction procedure and are encouraged to take up training opportunities. In-house training takes place with the staff group before each scheme. Staff evaluate the activities after each session and at the end of the scheme. Children are asked to comment on whether they have enjoyed the activities. The response from parents is positive and staff are available for discussion at the end of sessions. Clear information regarding the provision is given to the parents before their children start.

The quality and standards of the early years provision

Children enjoy organised craft activities, such as glass painting. Daily planned activities include badge making, kite making, treasure hunts and making outfits to wear on 'cinema day', when they watch a DVD. Children have regular opportunities for fresh air and physical exercise through extensive use of the outside areas. They grow plants, ride scooters and bikes and enjoy mud and water play in the garden. They also use the large adjoining school field for activities such as rounders. Children choose to create a den and develop an extensive role play activity. Staff support them by helping them to find wood and other materials to make the den, and to make costumes for their game.

Overall, children are appropriately supported in enjoying their time at the club. Staff support the younger children by spending additional time with them to help them to join in, for example, in rounders. Staff plan a varied programme of activities for the holiday and children contribute to the plans by adding their choices, for example, staff arrange a trip to the woods and the children decide that they want to play football and have a picnic. However, the Early Years Foundation Stage framework is not yet effectively implemented in the club. Children do not have an appointed key worker to undertake assessment in order to plan to meet their needs, which is a requirement.

Children are safe on the premises, for example, the outside area is securely enclosed and the gate is kept closed during the session. There are effective risk assessments covering the premises, outside areas and outings, however, they are not dated to indicate when they are reviewed. Consent forms are in place for administering medication and any accidents are recorded. Children bring packed lunches with a cool pack and are able to access drinks at any time so that they do not become dehydrated. Information about any allergies is recorded and

appropriate hygiene practices are promoted, for example, by encouraging children to wash their hands before mealtimes.

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?	3
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?	3
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?	3
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

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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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