

# NCH Holiday Playscheme

Inspection report for early years provision

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**Unique reference number** 254472  
**Inspection date** 13/08/2009  
**Inspector** Jasvinder Kaur

**Setting address** Walsall Resource Centre, Pool Street, Chuckery, Walsall,  
West Midlands, WS1 2EN  
**Telephone number** 01922 636662  
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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

Action for Children Holiday Play Scheme opened in 1996. It operates within the Walsall Resource Centre. The centre is a specialist provision for disabled children. The premises are easily accessible for children with mobility issues as all areas, including toilets, are located on the ground floor. There is provision for wheelchair access to the premises. All children share a fully enclosed outdoor play area with a safety surface fitted.

The setting is registered on the Early Years Register and the Compulsory part of the Childcare Register. A maximum of 15 children under 8 years may attend the setting at any one time. There are currently 122 children on roll. Children attend for a variety of sessions. Current admissions policy states they will accept children in out of school groups up to the age of 18 years. The centre supports children who have English as an additional language.

The setting opens seven days a week all year round. Session times vary and include a playgroup and groups for children with special needs and siblings of children with special needs.

Eight staff work with the children. Five have early years qualifications. All staff and volunteers receive on-going training through Action for Children. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children's needs are routinely met through recognising the uniqueness of each child. The staff support every child so that no group or individual is disadvantaged. The setting's policies and procedures are effective and inclusive for those children who attend, taking account of their learning difficulties or disabilities, ability, culture and background. They are involved in and enjoy a suitable range of activities. Staff work together to improve their service but lack the capacity to maintain self-evaluation and make continuous improvements. Children benefit from the setting's positive partnership with parents/carers and other professionals from the local authority.

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

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

- develop planning of activities and observation and assessment records to ascertain children's learning and achievements towards the six areas of learning
- review the risk assessment in particular with reference to the nappy-changing area to ensure children's welfare is fully safeguarded.

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

- demonstrate how staffs' knowledge and understanding will be developed to effectively promote children's learning and development in line with the Early Years Foundation Stage (EYFS) requirements (Early learning goals) 27/08/2009
- ensure that all staff including agency staff understand the safeguarding children policy and procedures, including the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) 27/08/2009

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

The staff are suitably qualified and update most of their professional skills by attending relevant courses. However, some staff have an insecure knowledge of the Early Years Foundation Stage (EYFS). A satisfactory system is in place for the recruitment and selection of staff to ensure that any adults employed are suitable and have appropriate levels of qualification and experience. Sufficient induction is carried out to ensure staff are aware of health and safety regulations, and their training needs are identified and mostly addressed to enhance the quality of education and care. However, not all staff fully understand the safeguarding children procedures, including in the event of an allegation being made against a member of staff. This potentially puts children at risk.

All required policies and procedures and children's records are well maintained and readily available for inspection and for parents. The security of premises is very well maintained. A detailed risk assessment and daily safety checks are carried out in most areas and for projected outings to eliminate risks, although the nappy-changing arrangements are not sufficiently assessed to fully safeguard children's welfare. Nevertheless, there have been some improvements since the last inspection, for example refurbishing the playrooms and providing resources and equipment to meet children's needs, and updating some of the policies and procedures, including the complaints procedure, to meet the requirements of the EYFS. Recommendations raised at the previous inspection have been tackled appropriately in terms of improved outcomes for children.

Staff embrace the concept of inclusion and promote this through children's everyday experiences. Staff are well trained to work with children who have complex health needs and learning difficulties and/or disabilities. They are responsive and sensitive to these needs. All children are valued as unique individuals, and additional help is offered to include and support them. Children value diversity, as they have access to a wide range of play materials, play opportunities and activities that reflect disability and diversity and acknowledge cultural differences. The staff establish positive relationships with parents/carers of the children, valuing their contribution as partners in their children's learning and care. Regular newsletters, daily notebooks, children's profiles and a detailed

prospectus of the service maintain a two-way flow of information between parents and the provision. This means inclusive practice is well promoted.

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

Children are provided with satisfactory opportunities to help them make adequate progress across the six areas of learning and development. They are happy and eager to play with the provided resources in a secure and welcoming environment. Good organisation of equipment and toys enables children to use the resources imaginatively and follow their natural curiosity as learners. An appropriate key person system ensures that children become familiar with the provision and feel confident and safe. Staff plan a varied range of purposeful experiences for children. However, the planning of activities and the observation and assessment records do not ascertain children's learning achievements towards the early learning goals. This means children are not always sufficiently challenged to make optimum progress across the six areas of learning and development.

Children are enthusiastic and eager to express their skills in group activities such as full participation during the visit of a Fire Officer. They extend their vocabulary by sharing their thoughts and asking and answering questions of staff and peers. A variety of books is available and alternative communication, including signs and symbols, is used to support children's communication skills. Children use paper, pencils and crayons in the writing area to make marks and write for a variety of purposes. To help children to develop their numeracy skills number games on the computer, painting, displays and counting objects and toys are included during play. Children are encouraged to calculate and solve simple number problems, for instance identifying which numbered box has been left out of a selection of 10 boxes. Children develop their creative talents, as they use a wide range of techniques and art and craft materials to create their own work alongside more structured art activities for the purposes of themed pieces or a wall display. A variety of musical instruments and sensory experiences are offered through themed activities such as cooking, the smell of fire and smoke (Fire Officer), hand painting, water and sand. There is a separate room for sensory experiences.

Children increase their knowledge of the wider world through a variety of activities, including almost daily trips to places such as local innovation centres and theme parks. A suitable range of programmable toys gives them opportunities to begin to develop their understanding of how technology can help them in their everyday lives. Children are supported in learning how to keep themselves fit. Regular opportunities for swimming, free access to the outdoor play area, use of physical play equipment and additional support from staff promote children's physical development, including balancing and stepping up and down. A suitable range of construction toys and tools helps children to find different ways of grasping, holding and using equipment safely. There is a sociable and relaxed atmosphere at meal times, and all enjoy their packed lunches. Drinking water is readily accessible to all children throughout the day.

Children are well behaved and have a good awareness of right and wrong, responding positively to guidance and instructions from staff. Positive partnerships

with parents ensure children with challenging behaviour are supported appropriately for their emotional well-being. There are individual behavioural plans drawn up with the input of parents and other professionals. Children learn to show care and concern for others through role play and group games. They gain knowledge of how to keep themselves safe via practical daily routines and the staffs' guidance. This is reinforced by visits from police officers, fire officers, doctors and ambulance personnel.

## 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>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	4

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
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?	2
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written statement of procedures to be followed of the protection of children (Arrangements for safeguarding children) 27/08/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Arrangements for safeguarding children). 27/08/2009