

# Salisbury District Hospital Holiday Playscheme

Inspection report for early years provision

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<b>Unique reference number</b>	146005
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<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 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**

Salisbury District Hospital Playscheme was registered in 1999. It operates from three rooms in the staff club of Salisbury District Hospital. There is access to cloakrooms and an outdoor play area. The scheme opens five days a week during school holidays. The playscheme is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Sessions are from 07.00 until 18.00. Children attend for a variety of sessions. The playscheme serves parents who work for Salisbury NHS Foundation Trust, Wiltshire Primary Care Trust and Avon and Wiltshire Mental Health Care Partnership.

The playscheme is registered to care for a total of 66 children at any one time. There are currently 268 children on roll from the age of four years to 14 years, of whom 31 are in the early years age range. A total of 109 children are under the age of eight years. The playscheme supports children with learning difficulties and/or disabilities.

The playscheme employs 19 part-time staff, of whom 11 have appropriate playwork qualifications, two hold an appropriate early years qualification and one holds both early years and playwork qualifications. The playscheme has completed the Aiming High Quality Assurance Scheme.

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

Overall the provision is good. Children are happy and settled because the playscheme meets their individual needs well. They enjoy playing with a wide range of interesting activities which help them progress towards the early learning goals. Children benefit from the strong partnership between their parents and the setting which means that they enjoy a consistent and well-informed programme of care and education. The management of the setting works with the children, parents and staff team to evaluate the provision and identify areas for development so that an effective programme of continuous improvement is sustained.

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

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

- continue to develop the system of observation and assessment to help children make progress in each area of learning
- continue to develop links with other providers of the Early Years Foundation Stage so that children benefit from a collaborative approach to their learning and development.

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

The provision is organised well and runs efficiently because of the strong leadership and management. Policies and procedures are clearly written and provide an effective framework for all areas of the provision. All other documentation is accurately maintained. The setting has recently completed a quality assurance scheme that has encouraged thorough evaluation of the whole provision. Staff have worked hard to successfully put new initiatives in place, such as provision of food preparation and cooking activities. Children take great pleasure in exploring the scents and textures of foods, as well as measuring ingredients out and mixing them together. The playscheme works to a detailed action plan which clearly defines areas for future improvement or implementation. This ensures that the provision is constantly being updated to meet the needs of all the children who attend.

Staff are deployed well to provide a high level of support. Most hold relevant qualifications. The setting has an organised plan of training to ensure that all staff have current knowledge of how to safeguard children's welfare, and of health and safety issues. All staff interact in a cheerful and enthusiastic manner which creates a friendly and relaxed atmosphere at the setting. Resources and activities are presented so that children can choose what they wish to do to promote their self assurance. Staff show children a high level of respect. They keep children well informed about what is happening on that day so that children can feel comfortable and involved.

The setting works closely with the onsite day nursery so that practice is consistent for children who have come from one to the other. There is good partnership between the settings with useful sharing of information. Some staff work in both so that children have a familiar face when they move from nursery to the holiday scheme. Consequently, the youngest children benefit from a consistent approach to their care and learning. The manager has started to liaise with local schools over provision of the Early Years Foundation Stage. This process is still in its early stages and does not yet successfully support a fully collaborative approach to assist all children following the EYFS. Partnership with parents is strong. The setting requests feedback from parents through questionnaires and consultations about new initiatives, such as the proposed introduction of a tuck shop. Parents are informed about children's progress towards the early learning goals and are invited to view or contribute to their child's records whenever they wish.

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

Children are fully occupied at the setting and they are becoming active learners. They have great fun playing with a wide range of interesting activities that are well suited to their stage of development. For example, children are engrossed in making masks. They take care to draw around the stencil and cut the shape out before drawing on their own markings. Elsewhere in the group, children are focussed on making hot cross buns. They help measure out the ingredients and discuss the spices used before mixing it all together ready for proving and baking.

These activities cover all areas of learning. Staff deliver them well, ensuring that children's understanding is extended by the opportunity to question, explore and try things for themselves. The setting has a good balance of child-initiated and adult-planned activities which provide multiple opportunities for children to have fun whilst they make good progress towards the early learning goals.

Children's learning and development is monitored effectively through a good programme of observation and assessment. The setting has devised a key person system to ensure that children are consistently supported and observed. The system is robust so that children's next steps and preferences are clearly identified and known to staff so that children can make good progress. As children only attend the setting during the school holidays, this is still in the early stages of development and is being monitored to ensure it is effective. The strong partnership with children, parents and the nursery assists this process further. At present, none of the younger children who attend have additional needs. However, staff are experienced in supporting children with a wide range of developmental, behavioural and physical needs so that each enjoys a positive and enabling experience at the setting and feels wholly included. All children have many opportunities to learn about the wider world. A range of visitors to the setting share their skills and experience through practical activities, such as cooking or music, or through coming into the setting to help. This enables children to consider the lifestyles and beliefs and cultures in order to broaden their understanding.

Children demonstrate strong relationships with one another. Many children play happily with older or younger children. They interact well, sharing and taking turns with good humour and friendly attitude. The younger children benefit significantly from these exchanges as the older children act as good role models for them to follow. It also boosts their self confidence. Children manage their behaviour very well. Staff show great respect to children and always keep them informed and involved about the day. For example, children are asked whether they wish to go to the outdoor play area, and timings of the day are clearly explained so all know what will be happening.

Children's health and welfare are promoted well. They benefit from healthy snacks and daily fresh air and exercise to foster their physical well-being. For example, children are full of enthusiasm playing in the large and secure outdoor area as they build dens and hideouts from sheets and poles. The premises are large and well organised so that children have plenty of space to play. Children's safety is assured because staff carefully risk assess each part of the provision so that hazards are known and dealt with. Children enjoy their time at the playscheme, and have lots of fun in a safe environment where their needs are met well.

## 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?	2
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?	2
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?	2
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

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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

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