

Blashford Lakes Playdays

Inspection report for early years provision

Unique reference number	110361
Inspection date	15/04/2009
Inspector	Heidi Abernethy
Setting address	Blashford Lakes Study Centre, Ellingham Drove, Ringwood, Hampshire, BH24 3PJ
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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).

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

Blashford Lakes Playdays opened in the year 2000 and operates from Blashford Lakes Centre in a wildlife reserve. Blashford Lakes Playdays is managed by Hampshire and the Isle of Wight Wildlife Trust. The provision is organised by the education officer. The group runs for at least one day during each of the school holidays. The group opens 10:00 to 15:00 on these days. The group is registered on the Early Years Register. A maximum of 24 children between five and eight years may attend the group at any one time. There was one child cared for on the Early Years Register at the time of inspection. There are also groups for older children on separate days. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The education officer is assisted by experienced play workers employed by New Forest District Council, which also provides administrative support. A well equipped classroom acts as a base for outdoor activities with an environmental theme.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The group have satisfactory methods of self evaluation to ensure the provision and practice are reviewed and some areas of development are identified. The staff team have a sound knowledge of the welfare requirements which ensures children's well-being is met. The group have sound partnerships with parents and obtain information about children's individual requirements to ensure their needs are met.

What steps need to be taken to improve provision further?

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

- further develop staff knowledge and understanding of the learning and development requirements to ensure children's individual learning and progress are matched to the early learning goals
- obtain and update knowledge about the current Local Safeguarding Children Board's procedures and ensure the child protection policy is made available to parents at all times.

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

- ensure records are easily accessible and available for inspection by the regulatory body (Documentation)

08/05/2009

The leadership and management of the early years provision

The staff team have a sound knowledge of child protection procedures to ensure the welfare of children is safeguarded. The group have a child protection policy in place but this is not made available for staff and parents to access at anytime. This does not ensure they are fully informed. In addition, the group have not currently obtained the Local Safeguarding Children Board's procedures and updated their policy in accordance with these procedures.

The group communicate with parents at the beginning of the session and have obtained information about children's allergies and dietary requirements. This enables them to meet the needs of the children. At the end of the session the group inform parents about their child's day and what they have been doing. In addition, parents are able to complete feedback forms about the playdays provision. The staff meet together at the end of each session to evaluate the day and discuss strengths and areas for development. They feed the outcomes from these meetings into the continuous improvement of future playdays sessions for the children.

Risk assessments are conducted for the various outdoor activities offered to the children to ensure hazards are identified and minimised. Recruitment, induction and appraisal systems are in place. However, not all documentation is accessible and available for the inspector to see at the time of the inspection.

The quality and standards of the early years provision

The staff team do not have a secure knowledge about the learning and development requirements and children's individual learning is not currently matched to the ages and stages of the early learning goals. However, staff do incidentally help children to progress through everyday activities and experiences. For example, they ask open questions and talk to the children about the different measurements of the sticks and twigs they collect to build a fire.

Children foster an awareness about their external world during their time at playdays. They go outside to look at a song thrush in their nest. The staff member develops their awareness of the needs of other living things by talking to them about why it is best to go and look at the bird in small groups to ensure the bird does not become frightened.

Children explore the outdoors as they learn how to pick nettles without stinging their fingers. New vocabulary is introduced to the children incidentally alongside everyday activities. For example, the names of flowers and trees. Children play games of hide and seek with their peers and the staff. They hide behind bushes and trees and have the space to take safe risks as they climb up into the trees. Children explore the environment to find wood to create their fire. They develop physical skills as they lift, carry and snap the sticks and twigs. They become well equipped with the tools to manage their own safety. For example, as they make their sticks to put their bread mixture onto, they learn to shear the end of the

stick. Staff talk to them about the importance of cutting with the knife away from their bodies. Children are well equipped with safety rules and boundaries throughout the day, such as not going inside the fire circle once it is lit and to not eat any of the plants until they have checked with an adult.

Children bring their own packed lunches to the group. They sit outside in a circle on low level tree trunks. Children develop a sense of belonging as they all sit together at the same level. They develop a good awareness of a healthy lifestyle as they spend the session outside in the fresh air. Children develop a good knowledge of their own hygiene as they learn to wash their hands after touching plants and fire wood before they start to make their bread mixtures.

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?	3

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?	3
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

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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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