

# White Lodge Play Scheme (Spelthorne)

Inspection report for early years provision

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<b>Unique reference number</b>	EY290622
<b>Inspection date</b>	09/04/2009
<b>Inspector</b>	David Scott
<b>Setting address</b>	Buckland Primary School, Berryscroft Road, Staines, Middlesex, TW18 1NB
<b>Telephone number</b>	01932 839300
<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 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

White Lodge Play Scheme (Spelthorne) opened in 2002. It operates from several rooms within the premises of Bucklands Primary School in Staines. Facilities available include the main hall, dining area, a medical room, toilets, playing fields and playground equipment. It serves children with learning difficulties and or/disabilities living within the Borough of Spelthorne. Access to the play scheme is through referral or direct contact with the White Lodge Centre. The play scheme is registered for 18 children aged from four years to under eight years. The provision is open five days a week during school holidays from 10:00 - 16:00. There are currently 15 children on roll, of these, six are in the early years age group. The company employs both full and part-time staff to meet the required child to staff ratios. Staff have undertaken in-house inductions and/ or are working towards recognised qualifications. Some staff hold a current first aid certificate. White Lodge Centre is a member of the Kids Club Network and holds the Investors in People and the Charter Mark. White Lodge Play Scheme is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children benefit from a wide range of well-planned activities that enable them to learn as they play. Welfare and safety within the setting are given a high priority so that children feel safe and secure and as a result achieve well and make good progress. The manager and her team use self-evaluation and observation to identify key strengths and areas for development but systems are not sufficiently robust to capture all strands to enable more searching analysis to take place in order for further improvements to be made. The partnership with parents is a key strength and contributes well to ensuring that the needs of all children are well met and they receive the individual support they need, feel safe, secure and included in all activities. As a result, the setting has a good capacity to make further improvements.

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

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

- improve self-evaluation so that more rigorous and searching analysis can be undertaken
- introduce a more central electronic system for recording and analysing the observations they make of children's activity

## The leadership and management of the early years provision

The play scheme provides a supportive environment during the school holidays for children to relax and play where staff are friendly and know the children well. Safeguarding policies ensure that children are well protected. Regular checks are

conducted to ensure that the setting provides a safe learning environment. The provider organises a flexible daily routine, so that children can take part in a range of stimulating activities both in and outdoors. Overall, policies, records and procedures are in place and are used to promote the welfare of children. However, some systems are at present underdeveloped, which makes detailed analysis and comparison of outcomes difficult and time consuming. For example the setting's record of its self-evaluation and observational activities indicates the need for more rigorous monitoring in order to make further improvements.

The staff work well with parents and carers, valuing their contribution as partners in their children's learning. A strength of this partnership lies in communication. Parents receive excellent information about their child through regular daily feedback and the availability of diary folders detailing the progress of their child's learning. The setting has the overwhelming support of parents and is popular in the local community. 'Staff are very supportive and patient' and 'My child is very happy here!' are just a few of the many glowing parental comments.

The setting is very well run on a day to day basis. The manager and her team of dedicated staff are committed to ensuring that the service they provide is inclusive for all families. The manager's leadership style is very much 'hands-on', practical and supportive of the needs of the children.

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

Children feel safe in the knowledge that they can trust staff and even at this young age have a good understanding of what will make them healthy. They learn about preparing healthy snacks for break-time and observe good table manners. The school's drive to develop independence and raise children's self-esteem really works, with children continually growing in confidence and being prepared to have a go at everything. Children respond particularly well to opportunities to make choices and plan what they will be doing during the day. The free-flow of activities enables children to progress well across all areas of learning and development. The 'outside' classroom is a well thought out innovation but does not, at present, allow for full participation in all weathers.

There is a strong commitment to learning through play and curriculum planning is good. This helps children to develop their horizons in terms of knowledge and understanding of the world and how they can represent and record what they see creatively. For example, children thoroughly enjoyed their musical circle-time activity where they rehearsed various songs using singing and un-tuned percussion instruments to reinforce language and memory skills as well as promoting a joy of music. The activity also promoted a sense of team work, particularly when the children were singing and playing together which promoted the development of language and social skills.

Staff carry out informal observation of activities whilst children are at play. These records tend to be brief and written on post-it notes, to remind staff of the children's needs and what they are interested in and what they can do. However, the system for recording this evidence centrally and electronically is currently

underdeveloped and does not allow staff to fully analyse children's overall progress in the setting. All staff have a very thorough understanding of creating a safe and welcoming environment. They share a common goal in planning appropriate learning experiences based on the children's interests and enthusiasms.

## 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