

Haltemprice Leisure Centre Creche

Inspection report for early years provision

Unique reference number	314641
Inspection date	17/08/2009
Inspector	Diane Lynn Turner
Setting address	Springfield Way, Anlaby, Hull, HU10 6QJ
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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

Haltemprice Leisure Centre Playscheme is run by the local authority and has been open for over 25 years. It operates from within Haltemprice Leisure Centre, in Anlaby, near Hull. A room is designated for the group's sole use and it has access to the halls, swimming pool and outdoor games courts. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for 32 children at any one time. There are currently 60 children on roll, five of whom are within the early years age group. Opening times are from 08.30 to 17.00 each weekday, during school holidays. There are nine staff who work with the children, of these, three have a level 3 qualification in childcare and one has level 2 and is working towards level 3.

A crèche facility, which is registered on the voluntary part of the Childcare Register, also operates each weekday morning from 09.00 to 12.00, all year round.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. All children are welcome to attend and effective systems are in place to gather information about their individual needs. Staff engage positively with the children to promote their interests and offer a variety of activities, which contribute effectively to their learning and development. Children's welfare and safety is promoted effectively in most areas and positive relationships are fostered with the parents and carers. There are some systems in place to monitor the quality of the provision but these are not yet fully developed to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the system for self-assessment to ensure continuous improvement, for example, by using the Ofsted self-evaluation form and quality improvement processes.

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

- ensure the playroom is secure and that steps are taken to prevent any intruders entering the area (Suitable premises, environment and equipment) 01/09/2009
- ensure the record of the risk assessment shows who carried this out and is reviewed at least once a year, with the date of any review and any action taken recorded (Documentation). 01/09/2009

The leadership and management of the early years provision

Clear policies and procedures are in place, which cover all areas and support the effective day-to-day management of the setting. The friendly staff team work well together and there are effective systems in place for the recruitment, vetting and induction of any new members. Children's safety is promoted well in most areas. For example, staff understand their responsibilities in protecting children from possible abuse and take prompt and appropriate action when dealing with any accidents. They carry out risk assessments on the premises and for activities, such as swimming, and when using the public areas within the centre, such as the toilet and changing facilities. However, there is no system in place to ensure the playroom remains secure and that no unauthorised persons gain access, and the record of the risk assessment does not show who carried this out or when it was reviewed, which are welfare requirements.

Positive working relationships are promoted with the parents and carers which ensures the needs of all children are met. They receive an information booklet, which includes the complaints procedure, and they are asked to record who will be collecting their child on the daily attendance sheet. They complete an 'all about me' form for their child when the placement begins where they can record their child's interests and family background, and further information is gathered about any special dietary or health needs and the child's swimming ability via the registration form. There are no formal systems in place for self-evaluation; however, staff are able to demonstrate they have a commitment to improving the quality of the provision. For example, the recommendations raised at the last inspection have been successfully addressed and the policies and procedures have recently been reviewed and amended accordingly, such as those for swimming activities.

The quality and standards of the early years provision

Children are happy and settled within the setting. They confidently communicate with staff and thoroughly enjoy the range of activities that are offered. For example, their knowledge and understanding of the world is extended as they learn about other countries, such as Australia, China and France. Displays show they have made flags, learnt about using chopsticks and made a Chinese dragon as part of this. They have opportunities to select from a range of resources, such as board games and art and craft materials, when they draw freely and create designs to display on the windows using glass paints. They also take part in adult-led activities, such as games of 'I went to market' and 'wink murder', which effectively promotes their listening and memory skills and supports their ability to work as part of a group.

Staff support children's understanding of safety well. For example, they remind them of the rules before they access the soft play resources, provide high visibility vests for them to wear when they go outdoors and involve them in the head count when they leave and return to the playroom. The children behave well and respond promptly to the staff's instructions, for example, they know to stop and

listen when a member of staff puts their hand up. They play well together and cooperate when making decisions. For example, they vote for the film they would like to watch and are happy to accept the majority decision. This results in a happy and harmonious atmosphere, which the younger children feel comfortable within.

The provision of physical activities is particularly good. The club has use of the leisure centre outdoor games courts and field on a daily basis and the swimming pool and soft play resources several times during the week. The children thoroughly enjoy these activities and are keen to develop and test their physical skills, whilst having lots of fun. Staff understand that some children may not want to take part in the swimming activities and provision is made to meet that choice. Children understand the effect exercise has on their bodies and know they need to drink plenty of fluid afterwards.

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?	3
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?	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

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