

Springfields Play Scheme

Inspection report for early years provision

Unique reference number

EY312089

Inspection date

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Inspector

Coral Hales

Setting address

Hardway Elson District Community Association, Coombe
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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

Springfields Play Scheme is a privately owned club registered in 2005. It operates from the Hardway Elson District Community Association premises in Gosport, Hampshire. The group use two large halls and have two enclosed outside play areas.

The play scheme operates during all school holidays from 07.30 to 18.00 and children attend a variety of sessions.

The group is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend at any one time. There are currently 150 children on roll.

There are twelve members of staff employed to work with the children. Of these, one is qualified to Level 4, three have Level 3 qualifications and are working towards Level 4. Other staff have appropriate early years qualifications or are working towards them.

The staff receive support from the local inclusion officer and other agencies when required.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children come into the group happy, eager and keen to participate. Resources are stored appropriately to promote children's independence enabling them to explore and develop their own play and ideas. Although no fully effective formal self-evaluation system is in place, the management show a good capacity to improve as they have a clear understanding of aspects for development to further improve the provision. There are effective relationships with parents and local schools to ensure that individual needs are met well and links with other support agencies are good.

What steps need to be taken to improve provision further?

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

- review all policies and information supplied to parents to reflect the new Early Years Foundation Stage framework with particular regard to the complaints and safeguarding policies.

The leadership and management of the early years provision

The management and staff reflect on their own practice and identify areas for continued development in order to support and evaluate learning outcomes for children. They work well together as a team to ensure the smooth day to day

running of the play scheme. They are experienced and most have appropriate early years qualifications and all attend in-house training meetings before the scheme operates. Children's welfare is effectively promoted by the staff in order for their safety and well-being to be supported. They demonstrate caring and positive attitudes with the children, engaging in their play to ensure that activities are stimulating and fun.

Effective liaison with parents ensures that staff know the children sufficiently well, which enables their needs to be appropriately met. They recognise the uniqueness of each child within the inclusive setting and support children with learning difficulties and/or disabilities really well. Parents speak very positively about the benefits of the scheme. There is continuity of care from the youngest age group through to older siblings because effective links are in place with other providers including local schools.

Documents such as policies and procedures are in place for the safe and efficient management of the provision and are shared with parents. However, not all are in line with the Early Years Foundation Stage framework.

Children's well-being is promoted because all staff are aware of their roles and responsibilities to protect them. Senior staff have a secure understanding of child protection procedures and have attended relevant training. Clear risk assessments help to maintain children's safety and there are suitable safety precautions in place and staff are vigilant regarding the security of the building, monitoring access at all times.

The quality and standards of the early years provision

There is a friendly, welcoming and homely atmosphere in the club and children are happy and settled. Ideas from children are sought and acted upon and they are given the chance to choose from a good selection of resources which are readily available. Staff organise the routine in the play scheme so that children have lots of learning opportunities within a safe and secure environment. Children are encouraged to initiate activities for themselves and staff are proactive in building on children's interests. Key staff have completed some written observations and these begin to identify children's next steps in learning.

Good continuity of care and development is provided, activities are planned which meet the children's needs well and resources are carefully chosen to help them develop their skills and ideas. Children enjoy imaginative play using construction kits and create models. They mix well with other children when, for example, they play with play dough and staff are on hand to develop their understanding of simple mathematical concepts. They learn about more than, less than, bigger and smaller and staff encourage them to try new ideas. Children have opportunities to use computer games, although, they are happy to sit and watch others. They watch films which they enjoy while others sit and look at books then proceed to copy pictures. Outside games with simple rules help them to understand positional language, for example, as they play football with the staff outside in the playground. Jumping on the bouncy castle is a favourite activity for the children

and this is well supervised to ensure they can have fun in a safe, managed environment.

Healthy eating is encouraged and children are offered a good selection of fruit and vegetables, cereals, breadsticks and popcorn. This contributes positively to the children's understanding of a healthy lifestyle and to the group's well-being. Therefore, children are learning the importance of a healthy lifestyle and how to make healthy choices. Lunches are provided by parents and mealtimes are relaxed and allow for social interaction between all ages.

Behaviour is managed well and clear boundaries are set by staff and children. Sharing is well promoted by staff and children are gently reminded about taking turns when equipment proves to be very popular. Praise is used well and helps children to develop high levels of self-esteem. Regular discussions with the children helps them to take some responsibility for their own safety, they are aware of the procedures to follow in an emergency and regular fire drills take place. There is a good emphasis placed on caring for the children and ensuring they are kept safe.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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