

Squirrels Holiday Playscheme

Inspection report for early years provision

Unique reference number	120215
Inspection date	14/08/2009
Inspector	Louise Bonney
Setting address	St. Marys Church Hall, Park Road, CAMBERLEY, Surrey, GU15 2SR
Telephone number	07990 528 061
Email	
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

Squirrels Holiday Playscheme opened in 1999 and provides out of school holiday care for children aged four to 13 years of age. The holiday club is run by Woodlands Day Nursery at Frimley Park Hospital and is open to children whose parents work for or at Frimley Park Hospital Foundation Trust. It operates from a church hall in a residential area of Camberley in Surrey. The club meets in the main hall and also has the use of an adjacent room. There is a secure patio area available for outdoor play and the club makes use of the adjacent public recreational ground and play area. It is open from 08:00 until 18:00 Monday to Friday during all school holidays. Children may attend for a variety of sessions.

The playscheme is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend at any one time. The number of children on roll varies. The club welcomes children with learning difficulties and/or disabilities and children with English as an additional language.

The playscheme is staffed according to the number of children who attend, but has a core staff of nine to ensure required adult to child ratios are maintained. One member of staff has a full playwork qualification at Level 3, and six hold early years qualifications at Level 2 and over. The playscheme receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children enjoy attending the playscheme and participate in a variety of activities that they find fun and which promote their development. Staff use their observations, information from parents and their knowledge of the children, some of whom also attend their nursery, to plan activities that reflect their individual interests and have appropriate levels of challenge. Staff develop good relationships with parents and liaise with them in order to identify children's individual needs and provide continuity. Managers implement rigorous vetting procedures when recruiting new staff and induction procedures include child protection and risk assessment, which safeguards children.

What steps need to be taken to improve provision further?

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

- support children's health further by ensuring they use soap when washing hands, ensuring the appropriate provision of shade, sunhats and suncream when children play outside on hot sunny days, and the provision of water at all times
- develop further staff's understanding of how to promote respect and positive attitudes to diversity through the provision of activities, resources and

materials

- monitor the introduction of new initiatives to ensure their effectiveness, such as the layout of activity areas to enhance children's independent play and access to resources
- improve the two-way flow of information with other provision children attend, such as nurseries, to share the children's development and learning records and any other relevant information.

The leadership and management of the early years provision

The manager and supervisor organise the playscheme well. They have acted upon all actions and recommendations set at their previous inspection, and the premises are now secure and records show the times of children's attendance. This safeguards the children. The manager and supervisor seek input from local authority advisors, parents, staff and the children when evaluating the provision. They quickly act upon areas identified for development and successfully seek additional funding to support these. This has led to the provision of many more resources to support children's activities, including computer technology. Children have new accessible storage units to encourage their independent selection of resources and staff use the units to create activity areas. Staff monitor new developments, but do not always identify minor weaknesses, such as the activity areas not having sufficient space for small groups of children. Managers are in the process of developing a prioritised action plan to ensure all remaining identified areas for development are effectively planned and acted upon. This shows a strong commitment to the continual development of the provision to the benefit of the children.

The manager and supervisor develop and review their policies and procedures regularly to ensure they comply with current legislation and promote an inclusive environment. The Human Resources department within Frimley Park Hospital ensure recruitment procedures are rigorously applied and all new staff are appropriately vetted. Managers and staff receive training in safeguarding children, and new staff receive an induction that ensures they are aware of the policies and procedures. This safeguards the children. Most staff hold early years qualifications, although only the manager has a fully relevant playwork qualification. Managers appraise staff and identify those that require to upgrade their qualifications by 2012 to meet new training requirements. This supports staff's continual professional development.

Staff establish good relationships with parents, who feel well informed about the provision through discussions with staff, displays and documentation. Managers establish a key person system which allocates a member of staff to each child, who is known to parents. Staff seek information from parents about children's starting points when they first join. This supports the sharing of information and identification of children's needs and interests. Staff implement systems to observe children during activities in order to support future planning. This supports children's care and development. The manager identifies the need to form links with schools children are about to attend. They do not use nursery records to help

inform key workers about known children's progress and other matters to further promote continuity in their care and learning.

The quality and standards of the early years provision

Children very much enjoy attending the provision and have good relationships with the staff and each other. Most children also attend the nursery where some of the staff work, which means there are familiar faces which help them transfer more confidently to the playscheme. Children find the staff friendly and fun, and approach them to join in activities they lead or just for some closer contact. Staff are sensitive as to how children feel and quickly notice if they are quiet, and help them engage in activities or monitor them as they have a rest or if they feel unwell. Children enjoy healthy snacks, such as fruit and breadsticks, with occasional sweet biscuits. Staff encourage them to have frequent drinks and indoors there is always squash available, but not always water to further encourage healthy choices. Children keep themselves clean as they put on aprons for messy activities and wash their hands at appropriate times, although they do not always use soap to more thoroughly prevent the spread of germs. Children have a balance of active and quiet activities indoors, with half the hall used for more physical games, such as dancing with long ribbons or playing ball games. They go into the adjacent park as a group to access climbing, balancing and swinging apparatus and to play on the recreation ground, where they enjoy races and organised team games. This promotes children's health and physical development well. However, children do not have sun protection such as shading over the sandtray, sun hats and cream, which means staff instead restrict their access to outdoors. This reduces the time spent outside for physical activities.

Staff carry out daily checks and risk assessments to ensure activities and areas used by the children are safe. Children revisit the Kids Contract as a group each day and recall safety and behaviour rules. Children show kindness and consideration as they play together, with older children nicely helping younger children to share. Staff introduce games that require cooperation, such as parachute and team games. This helps reinforce appropriate behaviour. Children know how to walk safely to the park and pay attention to the clear boundaries staff set. They practise the fire drill, and staff use the fire whistle during games to encourage them to stop quickly. Staff allow children to take acceptable risks, such as when climbing and jumping from the climbing frame. This helps children identify and manage suitable risks, and to learn how to stay safe.

Staff plan a wide range of activities, inside and outside, which support children's progress towards the early learning goals. They have started to observe children during their activities and to seek feedback from them about their interests and resources. This led to the purchase of more picture books and helps staff plan future activities they know the children will enjoy. Staff encourage children to problem solve, such as when they wish to fix a flag to a pole. Children develop imagination and awareness of shape and space as they build models with construction kits and recycled materials and build camps with sheets and chairs. They develop communication skills as they interact with staff and answer their questions about their activities, and make scrap books about the playscheme to

share with others. Children play games and send messages to friends on linked hand-held computers, use the digital camera and play Wii games, as they develop their understanding of technology. Staff model activities, such as how to balance along a beam, to encourage children to have a go as they develop confidence.

Staff know the cultural backgrounds and home languages of the children attending. They organise activities that help children consider their differences, such as when writing a welcome poster in their languages or celebrating different festivals. They use resources that reflect social diversity, such as through roleplay accessories, a newly purchased range of multi-cultural books and a set of hand puppets. However, staff have not considered how to prevent resources such as the puppet family from reinforcing stereotypes rather than promoting an openness to differences and similarities.

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?	3
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?	3
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--------------------------------------------------------------------------------------------------	-----