

HOPS (Holiday Opportunity Playscheme)

Inspection report for early years provision

Unique reference number	251526
Inspection date	12/08/2009
Inspector	Justine Leong
Setting address	Settles House, Kerrison, Thorndon, Eye, Suffolk, IP23 7JQ
Telephone number	01379 678 703
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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

Holiday Opportunity Playscheme for children with learning difficulties and/or disabilities opened in 1978. It is run by a committee of volunteer trustees and operates from within a main building complex called Kerrison, in Thorndon, in Suffolk. The scheme make use of a large playroom, sensory room, sun lounge, art room, soft playroom, kitchen and first aid room. All children share access to a secure, enclosed, outdoor play area. The scheme is open on Monday, Wednesday and Friday during the summer holidays and one Saturday a month from 10am to 3pm.

The scheme is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 65 children on roll and a maximum of 25 children may attend at anyone time. Children come from a wide catchment area and are transported to the scheme by parents or organised coaches.

The scheme employs nine members of staff. Of these, two hold Qualified Teacher Status and six members of staff hold other early years qualifications. Additional adult volunteers work with the children to ensure appropriate ratios are met.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy, relaxed and secure in the care of the motivated staff and volunteers. They enjoy participating in a broad range of interesting activities, effectively supported and challenged by staff. Systems have been devised to encourage a two-way flow of information, enabling individual needs to be consistently met and promoting continuity of care. Ongoing monitoring and evaluation of the provision enables staff to identify areas for development and ensures children's experiences at the setting continue to improve.

What steps need to be taken to improve provision further?

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

- develop links with other settings attended by children and external agencies involved in their care.

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

- improve the risk assessment so that it includes information on when it was conducted and by whom (Suitable premises, environment and equipment).

11/09/2009

The leadership and management of the early years provision

Clear policies and procedures have been devised, helping to underpin the good practice at the setting. Children benefit as staff spend valuable time getting to know them and their families well in order to inform practice and provide each with an individual approach. All required written parental permissions have been obtained, helping to ensure children are cared for in line with their parents' wishes. The manager demonstrates a commitment to working in partnership with external agencies to ensure children receive appropriate support, but has not yet developed links with other settings attended by children or other professionals involved with their care.

Staff demonstrate a clear understanding of their role and responsibilities in protecting children. Appropriate systems are in place to promote children's welfare in line with the Local Safeguarding Children Board and staff have undertaken training to ensure they are aware of correct procedures to follow if they have concerns about a child in their care. Appropriate checks have been completed, helping to ensure children are cared for by suitable adults.

Children are developing a good understanding of how to keep themselves safe, they are reminded of safety rules, such as not running inside and remind each other to sit carefully on their chairs. Staff take steps to identify and minimise potential hazards within the setting and have completed risk assessments. However, risk assessments do not include all required information, such as when they were carried out, or by whom. The manager and staff strive for improvement to provide high quality care and education and have completed detailed self-evaluation in order to identify areas for future development.

The quality and standards of the early years provision

Children are cared for in a warm and welcoming environment, where they have ample space to move around and play. Excellent ratios are maintained at all times by staff and volunteers, enabling children to receive one-to-one attention and ensuring they remain safe. Staff and volunteers are dedicated and friendly, promoting a nurturing atmosphere and ensuring all children feel welcome. Children are actively encouraged to wash their hands thoroughly before eating or participating in cooking activities, helping to develop a secure understanding of good hygiene practices. Meal times are social occasions during which children sit together to enjoy packed lunches brought from home and practice good table manners, sensitively supported by staff.

Staff demonstrate a thorough understanding of their role in providing activities that complement the full Early Years Foundation Stage requirements. Children enjoy their time at the setting and benefit from being able to select what they would like to do from the planned activities provided or by selecting their own activity. For example, whilst some children work with staff to decorate biscuits using icing, others play outside or sit quietly in the book corner, sharing stories. Staff know the children very well and expertly adapt levels of support to ensure that all children

are able to access all activities. Children are encouraged to persevere and staff use questioning effectively to extend their thinking and ensure they stay motivated to complete their chosen activity.

Children thoroughly enjoy playing outside on the broad range of physical play equipment provided. They develop physical skills, such as balance and coordination as they play on the trampoline, swing and bouncy castle, or participate in ball games with staff. Many activities are provided based on children's interest, helping to ensure they remain focused. For example, staff plan activities around a 'journeys' theme, based on observations that many children are interested in cars and transport. The main hall offers ample space for children to spread out and there is sufficient table space to enable children to complete craft activities together. They have access to a well-stocked art room, where they relish the opportunity to use their imagination to create colourful pictures and collage. Children are also able to access the soft playroom and sensory room whenever they wish, providing valuable opportunities for them to make choices about their day.

Staff are fully committed to inclusion and work in partnership with parents to ensure individual needs are consistently met. Systems are in place to improve communication. Staff use sign language alongside speech, and a visual timetable is displayed to remind children of daily routines. Children are encouraged to consider the needs of others and to share and take turns. They have access to a range of resources that are representative of diversity, including books and small world toys. Staff use developmentally appropriate behaviour management strategies effectively and act as positive role models for behaviour. Consequently, children understand what is expected of them and behave well.

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.	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?	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