

Albrighton and Donington Play Scheme

Inspection report for early years provision

Unique reference number	EY376566
Inspection date	27/07/2009
Inspector	Patricia Webb
Setting address	Albrighton Primary School, Newhouse Lane, Albrighton, WOLVERHAMPTON, WV7 3QS
Telephone number	01902 372558
Email	admin@albrighton-pre.shropshire.sch.uk
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

Albrighton and Donington Play Scheme opened in 2008. It operates from the school hall within Albrighton Primary School in Albrighton, Wolverhampton. The play scheme serves the local area and has strong links with the school. There is a fully enclosed play area available for outdoor play. The group opens five days a week during the first four weeks of the school summer holidays. Sessions are from 09.30 until 12.00. Children attend for a variety of sessions.

A maximum of 60 children may attend the setting at any one time. The setting provides care for children aged five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 85 children on roll of whom six are in the early years age range. The setting has procedures in place to support children with learning difficulties and/or disabilities, and who speak English as an additional language. The provision is accessible to people with disabilities.

The setting employs seven members of staff, most of whom hold relevant early years, play work and sporting activity qualifications. The manager holds Qualified Teacher Status. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's welfare and development are generally well promoted. The required information is gathered from parents and carers to ensure that individual needs are met. Satisfactory links are being developed to involve parents and carers in the children's learning and development although partnerships with other settings the children attend have not yet been developed to promote continuity and consistency. The systems to evaluate and reflect on the quality of the practice are in the early stages as the management and staff are beginning to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- develop the appraisals system to ensure the ongoing suitability of the adults to be working with children
- ensure that the records of the staff include evidence of qualifications
- explore strategies for developing the partnership working with parents, carers and other providers in order to complement the experiences offered where appropriate
- develop the systems for evaluating the quality of the provision to include seeking opinions and views of the children, parents and carers and staff in order to drive further improvement.

The leadership and management of the early years provision

The staff team works effectively, utilising their individual skills, interests and talents to plan a varied programme of experiences for the children given the wide age range covered. The variety of qualifications and backgrounds from the staff ensures an all round provision including sports, creative activities and opportunities to develop imagination. The members of the committee take an active role in the operation of the setting with members calling in frequently and being involved in the recruitment and selection of staff. Whilst the initial processes for assessing adult suitability are adequate, the limited appraisals system does not clearly address the process for ensuring the ongoing suitability. The staff records maintained on site do not include evidence of their professional qualifications and this has the potential to hinder how staffing ratios can be effectively demonstrated.

The children enter the main playroom which staff prepare and monitor carefully, enabling suitable levels of support to be offered to individual children. Children can enjoy activities on the floor as well as using table top toys and games and they access the vast outdoor play area eagerly as staff ensure that risk assessments are effective in minimising hazards to children. Safety is a priority in the setting as all visitors have their identification checked and are asked to sign the visitors record. Entry to the premises is electronically operated and monitored by staff to ensure children's ongoing security and safety. Children are aware of their own safety as they participate in the drill for emergency evacuation and remind each other about handling implements such as scissors with care.

The registered body is keen to ensure ongoing improvement and each scheme is evaluated at the end to identify and prioritise further development. The current system for this does not as yet seek to obtain the opinions or views of the children and their parents and carers in such a way that drives future improvement from their perspective. Daily verbal feedback is given to parents and they are becoming involved more actively in their children's activities as, for example, they donate materials for junk modelling and enjoy sharing the photographs of their children engaged in exciting activities from the previous week's sessions. Although staff in the setting have informal links with other settings the children attend, these have not been developed to promote consistency with regard to children's progress or complement early years experiences.

The quality and standards of the early years provision

Children return eagerly to the setting each year, developing a strong sense of belonging as they create their own name badges and form strong friendships with their peers and the adults. Due to the nature of the provision based on children's enjoyment of the activities and experiences, there is a clear emphasis on planning along with the children's input. At the start of each scheme, the group of children collate the 'golden rules' for behaviour on the scheme. This results in children being confident in knowing that this is their scheme and consequently behaviour is very good as they show care and consideration for their friends, peers and the adults. When one younger child has a tumble in the playground, an older child

shows sensitive consideration for the child, putting an arm round the child's shoulders and finding another activity to engage in once first aid has been administered. The children have input into the planning of activities although this involvement is not fully extended to seek their opinions and views for informing the evaluation process.

The staff work very effectively as a team, supporting individual children sensitively and appropriately. They show a keen awareness of when to stand back and allow children to take their play off in their own chosen directions and when to intervene or extend their play. Children develop their critical thinking skills and powers of problem solving through their activity when, for example, a group tackles the building of dens using a range of materials and articles they have found around the setting. This develops team work and demonstrates how children work within a group hierarchy to deliver an end product of which they are justifiably proud. Physical skills are honed daily as children are active both indoors and outside. Coordination is promoted through the use of bats, balls and their balancing on the tyre walkway. Staff ensure that some activities are adult led to extend children's development and raise awareness of following rules, taking turns and sharing other's achievements. Children show high levels of concentration and become engrossed in their play such as when they show their nimble fingers when making bracelets and necklaces using miniscule beads which they 'chase' around the tray.

Snack time is a very relaxed social event where the children collect their healthy and nutritious 'tuck' and decide where to sit with their friends. They choose from fresh fruit and vegetables purchased from local shops developing their awareness of healthy eating and building links with the local community. They understand the need for following good personal hygiene routines and staff gently remind them about hand washing. Minor accidents are managed effectively by first aid-trained staff and such information is passed on daily to parents to keep them informed. Children express their satisfaction with the play scheme, queuing early with parents at the start of each session and confirming with them that they will be returning the next day for another enjoyable time.

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?	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?	3

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
--	-----