

# Stevenage Borough Council Playscheme

Inspection report for early years provision

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<b>Unique reference number</b>	EY285450
<b>Inspection date</b>	21/08/2009
<b>Inspector</b>	Maura Pigram
<b>Setting address</b>	Bedwell Community Centre, Bedwell Crescent, Stevenage, Herts, SG1 1NA
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<b>Type of setting</b>	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**

Bedwell Playscheme is part of the Stevenage Borough Council playschemes and play centres. This provision is an open access playscheme. It operates from the main hall of the Bedwell Community Centre, in the Bedwell area of Stevenage. An adjacent community play area is used for outdoor play activities. A maximum of 40 children from five years to 14 years may attend the setting, numbers vary each day. The playscheme is open Monday to Friday during the Summer and Easter holidays. Opening times are from 10:00 to 12.30 and 13:30 to 16:30. Children attend either the morning or afternoon session, or both. This is a drop in facility and children are free to join or leave at any time. This provision is registered by Ofsted on the compulsory and voluntary childcare register.

There are seven members of staff, including the manager who is appropriately qualified. All of the staff attend a play work course as part of their induction. Some of the staff are graduates with early years experience and some are training to become primary school teachers. Play workers have a general duty of care but parents retain responsibility at all times.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. The positive interaction by the manager and her staff ensure children are valued and effectively supported in their chosen play. Most requirements of the Early Years Foundation stage (EYFS) are in place. Sufficient information is gathered from parents and children to ensure all individual needs are generally met. Partnerships with others outside the setting contribute effectively to the inclusive practice and one-to one support is provided for children who have specific educational needs difficulties and/or disabilities. However, a key worker for all children is not yet implemented. Secure systems are in place to ensure the provision continually reflects on the practice and the manager is pro-active in ensuring improvements made are well-chosen and carefully planned.

## **What steps need to be taken to improve provision further?**

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

- obtain written parental permission for children to take part in outings within the local community
- update the record of risk assessment to include any assessments of risks for outings and trips.

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

- ensure every child is assigned a key person.

28/08/2009

## **The leadership and management of the early years provision**

The manager works closely with the play work team at Stevenage Borough Council to ensure that the majority of records, policies and procedures for the safe and efficient management of the Early Years Foundation Stage are in place and effective. Recommendations raised at the previous inspection have been effectively met which contribute positively to the children's safety and enjoyment. For example, robust guidelines are in place to ensure suitable staff are recruited and effective vetting systems means that those working with children are safe to do so. A detailed induction system provides staff with some good understanding of requirements of the EYFS. For example, the induction includes information with topics such as safeguarding, first aid, managing children's behaviour and various play activities. As a result staff have a secure knowledge of procedures to follow if they had any concerns about a child in their care. Documentation to support safeguarding children including contact numbers of outside agencies are easily available so that any concerns about children's welfare can be effectively managed.

The provision is an open access scheme and parents are made aware that they are responsible for their children at all times. The manager, deputy and staff are good role models and are well deployed to ensure children are safeguarded and supported in their self-chosen activities. Systems are in place to ensure staff are aware of how many children are in attendance at all times. Detailed risk assessments are maintained for the indoor and the immediate outdoor areas. However, checks carried out for local trips such as visits to wooded areas or to the Stevenage Leisure parks are not included in this documentation. Therefore, the risk assessment to protect children's safety and welfare is underdeveloped. Parents are aware that local trips take place and provide verbal consent.

Records are kept of how many children attend each week and the activities they have enjoyed, these records are passed to staff at Stevenage Borough Council each week and are effectively used in the continuous monitoring system. Staff members and children are encouraged to contribute to this and the manager is committed to improving the provision for children. For example, she has identified some aspects of the provision which need development, these include the home area which children enjoy using.

The provider values working in partnership with parents and others to promote positive experiences for children within the setting. Effective gathering and sharing of information with parents ensures that children settle quickly within the provision. However, the lack of a key worker system means that potentially some children's participation in activities is underdeveloped. Effective links have been established within the community including some to the schools that the children attend.

## **The quality and standards of the early years provision**

Children are provided with effective opportunities to support them in making good progress in their learning and development. The planning is flexible, responding to the children's interests and ideas. Some good strategies are in place to enable staff to gather information about individual interests and needs. For example, they gather information from parents and from the children themselves. In addition the manager has made positive links within the community including local schools that deliver the EYFS so that the needs of children can be effectively shared.

Evaluations of the activities are completed at the end of the play sessions and children's views are sought and acted upon. This means that they contribute effectively to the planning process.

Skilful and enthusiastic staff build on children's interests and skills such as joining in with ball games or assisting with craft activities and computer games. The accessible indoor and outside environments promotes their health and enables children to be independent and to make choices about their play. They are encouraged to risk assess their activities such as riding bikes around the building and when using skate boards. Recently the children produced posters to remind users of the community area to be responsible dog owners. This has been effective in children been able to play safely and helps to promote their skills and knowledge for the future.

Children are confident to make suggestions for future activities. For example, they are regularly given opportunities to discuss what they would like to do at the provision and equipment they would like to have in the future. Tuck money is used to contribute towards the purchase of their requests. In addition, the buying of items such as crisps, biscuits and fruit from the tuck shop enables children to use money successfully therefore reinforcing or developing their mathematical knowledge. Children's independence and social interactions are effectively promoted. The manager and her staff generally know when to intervene and when to leave children alone. For example, staff members join in with board games or assist with projects such as the preparation of dance routines as needs arise. Children are encouraged to develop high levels of self-esteem. For example, some children eagerly take part in a talent contest either individually or in a group. Effective interaction by staff members means that children develop their social and emotional needs, they purposefully concentrate for long periods of time practicing their chosen acts for the talent show. These include magic tricks, songs, dancing and physical skills.

They use their literacy knowledge to write and read songs and some children are helped to make costumes and props such as skirts and wands to accompany their acts. Clever use of face paints enhances the children's experience as they re-create a dance routine from a popular song.

Children are supported to develop good habits of behaviour through positive adult role-models. Rules devised by the children are clearly visible so that they learn right from wrong. The majority of children behave well, they respond to the staff's request to think of others, warnings, explanations, and discussions with parents are effectively used by the staff to manage negative aspects of behaviour. On the

day of inspection disruptive behaviour from older children was calmly managed so that its impact did not spoil the enjoyment of others. Children upset by the unwanted outburst were provided with appropriate strategies so that they continued to enjoy themselves. Overall, children have mostly developed secure and comfortable relationships with the staff team and are encouraged to respect their peers. This is evident in their organisation of their play, they are mostly busy, happy and content within their environment.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

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