

University Hospital Playscheme

Inspection report for early years provision

Unique reference number	254558
Inspection date	11/08/2009
Inspector	Georgina Walker

Setting address	Montpelier Road, Dunkirk, Nottingham, Nottinghamshire, NG7 2JY
Telephone number	0115 9420978
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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

The University Hospital Playscheme registered in 1998. The facility operates from the Dunkirk Community Centre, Dunkirk, Nottingham and is for employees of the National Health Service Trust and wider community. The scheme has access to three areas within the community centre, including a room for physical play activities. There is a ramp into the premises. There is a secure outdoor play area at an adjoining school.

The setting is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register to care for 40 children from four to eight years and there are currently 100 children on roll, 18 in the early years age range. Children over eight years are also accommodated. The setting does share and/or seek information in partnership with other Early Years Foundation Stage (EYFS) early years settings the children attend. The setting currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The playscheme opens all school holidays except Christmas and New Year. Opening times are 7:30am to 5:30pm, Monday to Friday, except Bank Holidays. The setting employs six full-time staff who work with the children. All of the staff hold appropriate early years or playwork qualifications. The playscheme is operated by the owners of University Hospital Day Nursery Ltd. Day-to-day responsibility of the playscheme is delegated to the manager, who also works in the day nursery during term-time.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children engage in a stimulating range of experiences in a well-organised, safe and welcoming environment. Staff plan creatively and seek children's input to develop worthwhile opportunities across all areas of learning and outdoor play is accessed daily. All children are happy and enjoy themselves as they play and learn with the support of the enthusiastic staff who successfully promote inclusion and awareness of the wider world. There is no effective self-evaluation of how the welfare requirements are met and policies and procedures do not contain reference to the legislative framework and complaints and other information is therefore misleading. However, relationships between staff, parents and carers are effectively promoted to ensure children are safeguarded and individual needs are met.

What steps need to be taken to improve provision further?

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

- develop effective methods for evaluating the provision and the setting of targets for improvement
- ensure all documentation required for the safe and efficient management of

the setting which is made available to parents contains all current details as required in the Early Years Foundation Stage framework.

The leadership and management of the early years provision

Following the recommendation made at the previous inspection, the setting updated their complaints procedures but have omitted to update this and the other policies and procedures to reflect the changes implemented in the EYFS. Self-evaluation is limited to discussion and planning between the staff group, who only come together for the short periods the playscheme operates, and whilst children's welfare is safeguarded through the expertise of the staff, inconsistent and out-of-date written information is provided to parents. There are no clear targets for improvement although the staff on site attend ongoing qualification training or receive information at planning meetings which motivates an enthusiasm to implement the EYFS learning and development aspects very effectively. Relevant documentation relating to the children, accident records and risk assessments are maintained and available for inspection and first aid and safeguarding training confirms staff suitability and commitment, therefore children's welfare is not compromised. Staff bring a range of teaching, sports and drama experiences to assist in developing a wide range of activities for the children and have been inducted into the framework via team meetings and displays.

The playscheme is promoted via the day nursery where most children have previously been cared for and therefore, the setting have a wealth of information about each child's interests or learning targets. Parents and carers provide other information if a child is in school or has additional support in the term-time setting to assist staff in progressing each child. Staff record what the child has been engaged in during the day and make note of new targets. Noticeboards give parents information regarding the routines and who is the key-person for each child. Risk assessments are precise with checklists completed prior to each session and those for outing venues are completed for each site. Healthy eating is promoted and as children bring their own lunch, parents are requested to send healthy options if possible. Toast, crumpets, yoghurt and fruit are on sale each morning and less healthy snacks during the afternoon, although spending is limited. Water and two types of juice are freely accessible throughout the day and children competently help themselves to drinks.

Good hygiene practices to prevent the risk of infection are promoted and children are reminded to wash hands after returning from the park before lunch time. Inclusion of children with a range of individual needs is the main strength of the setting. Each child's requirements are considered with great sensitivity and expertise by the staff, especially with regard to dietary needs or adaptations of activities and support from designated or funded staff to ensure each child integrates at their own unique pace. The other children are eager to ensure each child is included in such activities as a group collage during the 'transport' week or the papier-mâché rhino made during 'wildlife' week. The environment is decorated as each holiday period progresses with a wide variety of children's craft work and posters. Independence and opportunities for making choices are substantially

encouraged as children engage in a wide range of activities and resources are attractively presented to stimulate play and learning.

The quality and standards of the early years provision

The activities for each playscheme are carefully planned to include outings, purposeful play and exploration which leads to a balance of adult-led and child-led activities as ideas are extended by the children. Celebrations and festivals are promoted through a range of resources and activities to enhance children's awareness of the world around them. A key person for each child develops knowledge of their care and learning needs and two of the staff record purposeful observations and plan the next steps to progress skills and learning after discussion with each key person. Children with individual needs are supported by staff to develop in partnership with parents which ensures they are not disadvantaged in gaining skills required in the future.

Children develop a positive awareness of themselves and their needs through the good role models of the male and female staff group. Praise and encouragement is effective, with reward charts used in consultation with parents as necessary. The children have helped to formulate the rules of the playscheme ensuring they are aware of why they must behave and share. Adults teach children to behave in ways that are safe for themselves and others, especially when on outings. They respond appropriately after being reminded of the rules for walking to the outdoor play area or park. Children write and mark-make with good skills as they draw pictures, copy designs of a favourite vehicle or carefully paint on glass butterfly shapes, as they create 'wildlife' wind-chimes. Staff ensure children make progress, especially in communicating and reading with the excellent range of books attractively displayed in an area with soft chairs to sit on. Children are confident and eager to share their knowledge or ask questions to extend it. They are supported to develop problem-solving and numeracy skills, for example as they purchase food in the 'tuck shop' or when playing board games with dice and counters.

Children use tools such as scissors or paint brushes and build constructions of small interlocking bricks with competent skill and dexterity. They know how to use electronic equipment and use old keyboards or phones as they engage in role play activities, such as the travel agents, and develop skills for the future. They develop a sense of caring for others and learn about creatures from the natural world on outings or during topics. Children are encouraged to be active and eagerly join in activities. Fresh air and outdoor play is accessed at least once a day, depending on the weather. Children make suggestions about what games to play in the school playground next door or request the parachute games to be played indoors when wet. They particularly enjoy visits to the 'spider park' where a wide range of climbing and swinging equipment gives opportunities to develop more skills. Children use a wide variety of textures to create pictures or models during an exciting range of craft activities and develop role play, particularly enjoying dressing up and are pleased to pose for photographs for the playscheme album.

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?	1
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?	2
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?	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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