

# Whitwell Parish Playscheme and Afterschool Club

Inspection report for early years provision

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<b>Unique reference number</b>	207281
<b>Inspection date</b>	03/08/2009
<b>Inspector</b>	Karen Ann Byfleet
<b>Setting address</b>	Whitwell Primary School, Southfield Lane, Whitwell, Worksop, Nottinghamshire, S80 4NW
<b>Telephone number</b>	01909 720 251
<b>Email</b>	
<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

Whitwell Playscheme opened in 1997. It operates from Whitwell Primary School, based in the centre of Whitwell and provides out of school care during the Easter holidays for four days and during the summer holidays for three weeks. The group have access to the main hall, two classrooms, toilets and a large playing field and playground. The Playscheme serves the local community, although a minority attend from outside Whitwell.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to provide out of school care for 50 children under eight years and in addition also offers places to children between 8 and 11 years. There are currently 103 children on the register and of these 15 are in the early years age range. Children attend a variety of sessions and opening times are 9:30am to 3:00pm, Monday to Friday on the days specified.

Twelve staff work with the children and of these only two have relevant early years qualifications at this time. The play scheme is committee-run and receives funding from the Parish Council. The setting also receive support from the local authority.

## Overall effectiveness of the early years provision

Overall the provision is good. Children thoroughly enjoy their time in the setting and they form strong relationships with their peers and the staff caring for them. They are involved in a good range of age-appropriate activities which support young children's learning and development. Although staff within the setting are stable and experienced, they do not meet requirements with regard to qualifications. Positive relationships are formed with parents, enabling staff to meet children's individual needs. The setting has implemented an evaluation system which helps them to monitor their practice and ensure targets for further improvements are set.

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

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

- develop further the staff's knowledge and understanding of the Early Years Foundation Stage.

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

- ensure adults looking after children have appropriate qualifications, training, skills and knowledge as defined by the Children's Workforce Development Council, with regard to manager having a full and relevant

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level 3 qualification and half of all other staff having a full and relevant level 2 qualification(Suitable people)

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

A full range of policies and procedures are in place. These are made available to parents and are implemented well by all staff, ensuring the needs of all children are met and that they are well-protected. Staff have attended safeguarding training and are confident in being able to recognise potential signs and symptoms of abuse and know who to report any concerns to. Management and staff within the setting are motivated and work well as a team to ensure all children have effective opportunities to develop, make progress in their learning and that their welfare is promoted well. Risk assessments for all areas have been fully implemented and are reviewed regularly to ensure risks and hazards are minimised, ensuring children are protected and kept safe. Management are proactive in ensuring that all staff are involved in the setting's self evaluation process and in recognising the setting's strengths and areas for improvement. This helps them to identify clear plans for continuous improvement of the provision. For example, management have identified that staff qualifications do not currently meet the requirements of their registration.

The premises and resources are well-maintained and suitable for their purpose. Staff are well deployed within the setting, ensuring ratios are maintained and that children have opportunities to freely access a good range of age-appropriate resources and activities. Good partnerships with parents are formed as staff exchange daily information around children's care. Partnerships with other providers which children attend, or are moving on to, have been implemented to ensure relevant information is shared around their learning and development. For example, incidental observations of children's experiences and learning are undertaken by staff during the play scheme. These are then collated at the end of the play scheme and shared with the children's teachers within the school.

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

Children thoroughly enjoy their time at the play scheme where they are happy and settled within the warm and welcoming environment. They are provided with a good range of activities and opportunities which help them make good progress in their all-round development. All staff engage with the children within the setting, which helps to develop positive relationships. A key worker system is in place which enables parents to feel confident and children to feel safe within the provision. Children are developing a good understanding of their personal hygiene as they know and follow daily routines. For example, they know why they need to wash their hands before they eat and after using the toilet. Their self-esteem and confidence are well-promoted through staff praise and encouragement. Children are able to see their art work attractively displayed which helps give them a sense of belonging and raises their self-esteem.

There is a good balance of adult-led and child-initiated activities which takes account of children's interests. Staff have a sound understanding of the Early Years Foundation Stage and the manager has attended training in this and cascaded back to other staff. As the play scheme only operates for four weeks of the school holidays, children's attendance is varied. However, staff do make incidental observations of children's learning. These are then collated at the end of the play scheme and given to the teachers within the school to show children's learning and progress whilst they have attended the play scheme.

Through planned 'theme days' children learn about the wider world. For example, on 'Around the World Day', children are encouraged to come to the play scheme dressed in various outfits from around the world such as a surfer from Australia and a Spanish dancer. Through crafts, the children enjoy making Mardi Gras masks and North American bead rattles. Within the craft activities, children are developing skills in problem solving and numeracy as they count the beads and make patterns for the bead rattles. All areas of learning are covered through the different activities planned and provided. For example, children are developing their skills in ball control as they play various ball games such as 'dodge ball' and football. In construction activities, they co-operate with each other, share and take turns. Children are also learning about the importance of healthy foods and each day they are provided with nutritious, healthy snacks which include a good range of fresh fruits and vegetables. Staff are fully aware of children's individual dietary requirements and any specific needs are catered for.

## 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?	2
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>	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that at least half of all staff have successfully completed a qualification at a minimum of level 2 in a relevant area of work and that the manager has a qualification at a minimum of level 3 in a relevant area of work as set out in the National Qualifications Framework (Qualifications and training).

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