

Vaughan School Holiday Playscheme

Inspection report for early years provision

Unique reference number 960442
Inspection date 21/07/2009
Inspector Isobel Randall

Setting address Vaughan Road, Harrow, Middlesex, HA1 4EL

Telephone number

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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

Vaughan Play-scheme operates from Vaughan school in Harrow. The play-scheme has access to a main hall with a separate quiet room, kitchen and toilet facilities. There is access to outside play areas. The play scheme provides a service for children from the local area. The play scheme is registered to care for 40 children aged five to eight years. There are currently 17 children from five - eight years on roll, one child has special needs, none of the children have English as an additional language. There are four early years children on roll, two children aged eight to 12 years also attend the play scheme. The play scheme opens five days a week during school holiday times, except Christmas holidays and for four weeks in the summer. Sessions are from 09.30 until 16.30. There are six full time staff members who work with the children. The play leader and deputy hold level 4 qualifications in education, two staff hold level 2 in childcare and two are currently attending child care training programmes. The play scheme receives support from the Harrow Early Years Development Childcare Partnership. The play-scheme is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Managers and staff have made effective preparations to engage children of all ages in the activities that they have planned and children in the early years have key persons who plan to meet their needs and preferences. Safeguarding measures are fully in place. Leaders know their strengths and areas for improvement, so that recommendations from the last inspection have been addressed and potential for further improvement is good.

What steps need to be taken to improve provision further?

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

- provide opportunities for younger children to take responsibility for helping others
- ensure that the contents of the first aid box match requirements for use with children

The leadership and management of the early years provision

Leadership and management are good overall, with good plans in place to support children's learning and development. The provision is inclusive, taking care to address the learning needs and cultural preferences of all of the children. Well established arrangements for recruitment, training and deployment of staff keep children safe. Appropriate child protection arrangements are in place. The ratio of helpers to children enables play leaders to make sure that they are enjoying themselves safely and stay healthy. On the rare occasion when children hurt

themselves the helpers take immediate action to comfort them, clean wounds and dress them in accordance with information from parents. All helpers receive training in child protection, in play work and in first aid for children. Leaders are addressing the issue that the first aid box contains equipment that does not match what they are advised to use with children. Risk assessments are regularly carried out with daily checks on the school environment and organisation of the playscheme. Leaders plan the days' activities to provide a variety of experiences over time, and brief staff before all sessions. The range of toys and games equipment is growing, so that children settle down well to their individual choice of activity as soon as they arrive.

Relationships with parents are good. Leaders know many parents and children who regularly attend the scheme each holiday. Parents are well informed about the arrangements for their children, for example safety arrangements, daily timetable, names of the helpers and key people. They are aware of systems for complaint, and there have been no complaints since the last inspection. When parents register their children they provide all necessary information including contact details, medical needs and cultural requirements. Times of entry and departure are noted. The playscheme advises parents about the packed lunches that they provide.

Leaders self-evaluate well, building on experience of previous holiday play schemes to develop their arrangements in consultation with local authority advisers.

Managers evaluate the response of young children so that they are confident about their enjoyment and development. The playscheme has shown good capacity to improve. Leaders have addressed all of the recommendations made at the last inspection. They have now arranged for essential information about staff to be quickly accessed.

The quality and standards of the early years provision

Provision for children's welfare, enjoyment and development is good overall. Play leaders organise the day to provide a wide variety of activities, both indoors and outside in the school playground. On the first day all children learn about what to do if they have a problem and in an emergency. Children settle down quickly, choosing an activity when they arrive, and quickly becoming absorbed in discussing their progress with their helpers and peers. For example, those playing games with counters discuss their progress, tactics and scores amicably. A lively game involving all children and helpers helps them to get to know each other, so that they relate well to each other and share willingly. Playing outside, they are encouraged to take healthy exercise in an adventure playground and through ball games like tennis and football. Children know that they must wash their hands before eating and after going to the toilet. They are encouraged to bring healthy packed lunches, and most of them do so. They make independent choices of activity, and have satisfactory opportunities to develop their basic skills, except that there is no access to ICT (Information and Communication Technology).

Games help them to develop good concentration and counting scores. Those who wish to read have a quiet corner and enough books to give them a choice. Children behave well because they enjoy the sessions and get on well with the adults. Although older children take responsibility and contribute to the running of the playscheme, there are limited opportunities for the younger ones to do so. Records

show that key workers note the achievements of children in the early years in relation to the early learning goals and identify areas for development, so that they build on earlier experiences, for example in matching colours and numbers. Planning includes activities such as food preparation that celebrate different customs and religions. Children with learning difficulties and disabilities are fully involved, with the support of key people. Good exchange of information with schools helps leaders to address the details of their learning needs. There are no children on roll who speak English as a second language.

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.	2

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?	2
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?	3
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