

# Torview School Playscheme

Inspection report for early years provision

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<b>Unique reference number</b>	309698
<b>Inspection date</b>	07/08/2009
<b>Inspector</b>	Andrew Clark
<b>Setting address</b>	Torview School, Clod Lane, Haslingden, Rossendale, BB4 6LR
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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

Torview School Playscheme opened in 1997 and is run by a voluntary committee. The setting operates from the school hall, food technology area, art room and outdoor area of the grounds of Torview Community School in Haslingden, Rossendale, Lancashire. The setting largely supports children with learning difficulties and or/disabilities both from the school and the wider community. The setting also supports those who speak English as an additional language. A maximum of 16 children aged from four to eight years may attend in any one session. Older children may also attend. There are currently 28 children on roll of which nine are under eight years. Of these, three children are in the Early Years Foundation Stage. The sessions run from 10am to 3pm five days a week, for four weeks in school holiday time only. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are twelve members of staff. The manager holds a level four qualification and over half the remaining staff hold a minimum level two childcare qualification. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Inclusive practice is promoted exceptionally well and highly skilled staff help all children to play and work successfully together. Staff are enthusiastic and well trained to meet children's individual needs. They provide high levels of support for the wide range of learning difficulties and /or disabilities children have and also for those with English as an additional language. The safety and well-being of children is of paramount importance and overall the promotion of children's welfare is outstanding. Leaders are enthusiastic and effective and the club has a good capacity to improve.

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

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

- improve the use of assessment procedures and the information gained to identify children's next steps in learning
- provide guidance to all adults on the vocabulary and skills to be developed through the different learning activities.

## The leadership and management of the early years provision

The playscheme is well led and managed. There are clear and up to date policies to promote good standards in all aspects of its work and underpin highly effective practice. These are thoroughly and regularly reviewed and record keeping is of a high standard. This contributes to the outstanding promotion of children's welfare and management of their behaviour. Good self-evaluation is based on careful

reflection and evaluation of all aspects of provision. Good procedures to support the appraisal of staff and ensure their professional development also contribute to self-evaluation. Robust and frequent risk assessments are made so that children consistently play in safety and are very well looked after on the club's many visits. Rigorous procedures are followed to ensure all staff and others who provide support in the club are suitable people to work with children.

There is excellent liaison with parents who are very well informed about the playscheme's policies and procedures. Parents are very appreciative of the individual care their children receive and the steps the staff take to help children play and work together with other age groups and a range of learning difficulties. Parents' views are fully reflected in the playscheme's plans for future development. Very good links with the host school and specialist local authority staff effectively contribute to the way children of all abilities quickly settle in and enjoy themselves.

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

Children are welcomed and helped to feel secure from the moment they start the day. This is because of the good range of activities available throughout the day and the high standards of care and support all staff show for each child's welfare. Staff's skilful questioning and guidance enables children to quickly become confident in selecting and working at their own tasks. They are especially effective at helping children tackle new and unfamiliar activities and playing with other children. This is greatly appreciated by parents and makes an outstanding contribution to children's personal development and the positive contribution they make. Well planned visits and visitors to the club contribute particularly well to many aspects of children's learning and personal development. For example, the opportunity to safely observe and handle birds of prey contributes to their knowledge and understanding of the world and their emotional development. There is a good balance between activities children choose for themselves and those led by staff. There is a good emphasis on developing children's creative skills and many opportunities for mark making and counting activities. On occasions opportunities to extend children's vocabulary and skills are not maximised. The manager is exploring ways of ensuring staff have the necessary information for each activity to enrich learning. Children's awareness of the diversity of modern life is promoted well through jigsaws, dolls games and books.

Observation and assessment procedures are in place and developing. Information gathered from observations is not yet consistently used to plan for the next steps in learning in relation to the early learning goals. However, staff make sharply focused observations to assess children's progress in their play. This is well matched for specific aspects of development, particularly those with learning difficulties and/or disabilities and contribute to the outstanding inclusion of every child.

## 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?	1
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?	1
How well are children safeguarded?	1

### 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>	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
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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