

Dorking Challengers

Inspection report for early years provision

Unique reference number EY301793
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Inspector Norma Ball

Setting address St Martins CofE Primary School, Ranmore Road, Dorking,
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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

Dorking Challengers opened in 2005 and is one of a number of play-schemes registered under Disability Challengers. The play-scheme operates from St. Martin's Primary School, Dorking, and is based in the hall and two classrooms with access to the school playground and playing field. The scheme is open each weekday from 09.30 to 16.00 during school holidays. A maximum of 60 children between the ages of four and eight years may attend at any one time. The play scheme accepts children up to the age of 12 years. There are currently 95 children on roll, of whom 40 are between the ages of four and eight years and four children are in the early years age group. It is an inclusive scheme and has places for 20 children with learning difficulties and/or disabilities per day, including those with complex impairment. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children bring their own packed lunches to the play-scheme. A team of up to 20 staff per day work with the children, depending on the number present and their particular needs. Staff are appropriately qualified.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The play-scheme provides a secure environment in which all children, regardless of their abilities, can enjoy a broad range of activities. Relationships are good and all adults mix well with children. The welfare of children is promoted in a satisfactory manner so they feel confident, share and play well together. Appropriate opportunities are taken to ensure that children explore and learn. The manager is comparatively new to this play-scheme. She is reviewing procedures and is keen to develop the setting further.

What steps need to be taken to improve provision further?

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

- ensure that staff consistently reinforce the behaviour policy when supervising children in challenging and energetic activities

The leadership and management of the early years provision

Admission to the play-scheme is satisfactorily managed and children are registered on entry each day. There are clear policies and procedures for identifying risks, caring for children, especially those with complex medical or physical needs, and for dealing with a range of emergencies. Detailed information is collected pre-admission for each child and checked regularly by the manager and key workers. Nominated staff have responsibility for the welfare and safeguarding of children and for the provision of those with special needs. All staff are carefully selected and benefit from induction training to supplement past experience and relevant

childcare qualifications.

The atmosphere and conduct of the play-scheme are welcoming for all children and fully inclusive so children play happily together. Parents are provided with satisfactory informal verbal updates of their children's development, activities and progress. The manager has, within a comparatively short time, gained a sound understanding of the strengths and the areas needing improvement in the play-scheme. Orders have been placed for new sensory equipment and outdoor play equipment suitable for older children. The inclusive ethos fostered, the current evaluation of strengths and potential for development, and the commitment of staff to providing an enjoyable learning experience for all children ensures that the capacity to improve is satisfactory.

The quality and standards of the early years provision

Children develop their skills and abilities satisfactorily, and these are reinforced soundly through a themed approach to weekly planning. A satisfactory range of experiences and learning opportunities are shared with children to develop all areas of their learning including their knowledge and understanding of the world and physical development. Themes change daily and include weather, space, the seaside, and in the garden. Games and adult led activities encourage children to extend their literacy and numeracy skills appropriately. Staff ensure that children are guided to a satisfactory balance of learning experiences both inside and in the outside learning area so they enjoy their time in the play-scheme, learn to socialise, share and make satisfactory learning gains. Creative crafts including drawing, painting, model building, and sewing are especially enjoyed. The quiet room provides a comfortable space for sharing a book or just curling up for quiet time. All staff spend time talking to children, helping them extend their language skills and explain their ideas. There is an appropriate balance of adult led and child initiated activities. Staff make regular observations of children to assess their progress and are developing improved systems to record this information.

Children play together happily, learn to share and also to show independence. They know they can share problems with adults and do so confidently. Staff are well deployed through all areas of the play-scheme and supervision is good in the quiet room and creative crafts area. The bouncy castle in the main hall and the outside areas are also monitored by an appropriate number of staff. However, activities in these areas can quickly become boisterous and staff do not consistently reinforce the play-centre behaviour code. Some do not react as firmly as they should to remind children of the safe way to behave. The manager has identified this issue and the need to remind staff of the special systems in place for managing more lively activities. Regular verbal updates of their child's development are given to parents on an informal basis, usually at the end of the day. Children and their parents are given guidance on healthy eating and staff encourage healthy lifestyles, hygiene and keeping safe with children.

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?	3
How well does the provision promote inclusive practice?	2
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?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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?	3

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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