

Divine Saviour RC School Playscheme

Inspection report for early years provision

Unique reference number	EY388545
Inspection date	31/07/2009
Inspector	Jackie Cousins
Setting address	Divine Saviour RC Jmi School, Broomfield Rise, ABBOTS LANGLEY, Hertfordshire, WD5 0HW
Telephone number	01923 265607
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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 Divine Saviour RC School Playscheme is organised by Three Rivers District Council and operates from Divine Saviour School on the outskirts of Abbots Langley village, near Watford. The facilities used by the setting include two classrooms, the school hall and a large outside play area. The setting opened at Easter 2009 on this site. It operates during the Easter and summer school holidays and is open from 09.00 to 16.00, Monday to Friday, excluding bank holidays. The setting is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision can have a maximum of 24 children from the age of five to eight years, at any one time. The setting has 60 children on roll and 15 are in the Early Years Foundation Stage. A separate playscheme also runs on the school premises for children aged over eight years. The setting supports children who have learning difficulties and/or disabilities and those who speak English as an additional language. The outside and inside areas are accessible to adults and children with physical disabilities because there is a ramp and most activities take place at ground level. Eight practitioners work with the children. The majority have relevant qualifications in childcare. The setting works in partnership with The Hertfordshire Early Years Team.

Overall effectiveness of the early years provision

The quality of provision at Divine Saviour RC School Playscheme is good and meets the needs of the Early Years Foundation Stage children successfully. They make good progress in their learning because practitioners set up good quality learning opportunities. The children are kept safe due to the fact that welfare requirements are met in full. Children from all backgrounds and abilities are effectively involved and included in sessions because the setting is led well. Significant improvements have been made since the setting was set up and this demonstrates that its capacity to improve in the future is good.

What steps need to be taken to improve provision further?

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

- make informed decisions about each child's progress and plan next steps to meet their developmental needs

The leadership and management of the early years provision

Good management gives a great deal of time to ensuring children's welfare and learning opportunities are organised effectively. Leaders regularly evaluate the way the setting is working and eagerly improve it. Self-evaluation is good and records explain what and how aspects will be developed in the future. However, weekly planning is not always monitored in depth. As a result, learning objectives are not always specific enough which limits the setting in its ability to make informed

decisions about each child's progress. Practitioners effectively develop their own skills by attending relevant training courses. They successfully use the knowledge gained to improve their own practice and help children to achieve well in all areas of learning. The children are safeguarded effectively because practitioners are well trained in this aspect of provision. Everyone in the team works fruitfully together with parents and carers. Those spoken with and those who have submitted written evaluations of the setting say that their concerns and comments are acted on vigilantly by the team. One parent summed up the provision by saying, 'The playscheme staff are friendly, good fun and manage the children very well.'

The quality and standards of the early years provision

The practitioners assist children to learn to count accurately when they ask them to check how many cones they have collected. Resources encourage children to be creative as well as develop their knowledge and understanding of the world effectively. For example, children learn how to construct dens thoughtfully because trees and fabric are made readily available to them.

Children are very happy at the setting and say they feel well cared for. Those spoken with said they really like coming because they enjoy making new friends and using the climbing equipment. Children are kept safe successfully due to the use of thoughtful policies. They handle equipment safely because practitioners guide them sensitively and carefully. Occasional accidents are handled correctly, risk assessments are carried out and records are kept methodically. Fire drills are undertaken effectively twice a week. Pupils' personal development is good because practitioners care for their individual needs well. The children learn good manners at snack time. For example, they sit at tables together and talk politely to each other. They learn successfully about how to eat healthily because they are reminded which foods are healthy choices. They can have a drink of water at any time. Children enjoy a meal and drink at lunchtime due to the fact that everyday routines are established well.

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?	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:	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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