

Chips

Inspection report for early years provision

Unique reference number	127801
Inspection date	03/08/2009
Inspector	Declan McCarthy
Setting address	Richard Whittington Primary School, Thornbera Gardens, BISHOP'S STORTFORD, Hertfordshire, CM23 3NP
Telephone number	01992 534664 or 0797 523019
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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

CHIPS Holiday Playscheme opened in 1996. It operates from the dining room, hall and a double classroom in Richard Whittington School, Bishops Stortford. The playscheme serves the town and surrounding villages. Children attend for a variety of sessions. There are currently 81 children on roll between the ages of three and 17 years. The setting is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. No more than 12 children in the Early Years Foundation Stage may attend at any one time. During the inspection there were three early years children at the play scheme. The playscheme specialises in meeting the needs of children with learning difficulties and/or disabilities. Most children attending the playscheme have some form of learning difficulty and/or disability such as autism, communication difficulties, complex medical needs, attention deficit hyperactivity disorder or physical disability. Therefore, it provides full access for children and adults who have difficulties with mobility. It opens for thirteen days over a three week period during the summer holidays. Sessions are from 10.00 until 15.30. There are 24 part-time staff and volunteers working with the children over the course of the scheme. The number of staff at each session depends on the number of children and their individual needs. The majority of staff have early years qualifications. Volunteers, most of whom are university students, have a variety of qualifications and experience and all receive induction training. This includes awareness of the playscheme's policies and procedures, particularly in relation to child protection and safeguarding. The setting maintains partnership with the school to provide the service. The play scheme also has links with the four other CHIPS Holiday Playschemes in the county.

Overall effectiveness of the early years provision

Provision at the CHIPS Holiday Playscheme is good. It is fully inclusive and effectively meets the learning and development needs of all of the children, providing for the needs of those with learning difficulties and/or disabilities extremely well. The good leadership ensures that children's welfare is promoted effectively, enabling them to settle quickly into their routines and feel safe. A wide range of interesting activities is provided which stimulates children's interest and good enjoyment. The playscheme's successful track record of improvement demonstrates its good capacity to further improve.

What steps need to be taken to improve provision further?

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

- ensure the assessment process is used consistently to make informed decisions about each child's progress and to plan the next steps in their developmental and learning needs.

The leadership and management of the early years provision

The leadership and management of CHIPS Holiday playscheme are good. Leaders ensure that the learning and welfare requirements of the Early Years Foundation Stage are effectively met. Sessions are well-planned to provide a balance of activities relating to each area of learning. Assessment systems are in place and new methods of recording children's progress are being implemented conscientiously. However, as this is only the beginning of the second week of operation, the process is not fully embedded. There are excellent relationships with parents, encouraged by very good communication between home and the setting. Parents greatly praise the work of the setting in ensuring that their children are happy and safe. The promotion of inclusion is outstanding. Play leaders have ensured that staff are well-qualified to meet the needs of all children, including the disabled. They have also created a sensory room. It facilitates full access to learning through sensory stimulation, for those children with more complex and severe needs.

Procedures for safeguarding children meet requirements fully. All staff and volunteers are carefully vetted before taking up appointment. Staff are trained in safeguarding. Volunteers participate in a training day with an emphasis on raising awareness of safeguarding issues prior to the commencement of their placement. The areas for improvement identified at the last inspection have been effectively met. At the time of the last inspection, the playscheme was asked to improve snacks so that they include healthy options for children. Fresh fruit at every snack time, along with orange juice, blackcurrant juice, water or milk are now provided. All records were made available for the inspection. A good start has been made in evaluating the work of the playscheme. The play leaders, with the help of staff and the trustees, have almost completed their formal self-evaluation exercise and although judgements and areas for improvement have yet to be agreed, evaluations are robust, fair and honest.

The quality and standards of the early years provision

The playscheme makes a good contribution to children's learning and welfare. There are good facilities for children to engage in a wide range of activities such as junk modelling, painting, artwork, reading, drawing, engaging with a variety of puzzles, table games, the ball pool and bouncy castle. All children, including those with more complex physical needs, make good use of the accessible outdoor area and take advantage of all the scheme offers. These include visits to local amenities such as, the park, the local zoo, bowling alley and swimming pool, and a wide range of visitors such as, drummers, visits by the emergency services, dance and drama. During the inspection, the Fire Brigade arrived at the playscheme and all children, including those with more complex needs had the opportunity to use the fire hose and squirt water over the lawn. As a result of these rich experiences children deepen their understanding of the world around them.

The high levels of staff supervision and very clear routines enable children to settle in quickly, and feel safe and secure at all times. Children make a good contribution

to their community by learning to take turns, listening to adults, following instructions, sharing with each other and behaving well in and around the setting. Children greatly enjoy learning, initiating activities with tremendous enthusiasm and working as independently as possible. Good procedures are in place to ensure children always stay safe. They are always encouraged to wash their hands after practical activities and before snacks or lunchtimes. They are expected to play safely indoors and outdoors, through, for example, encouragement to walk instead of run around the building. The good opportunities for children to stay healthy, are promoted through well thought out physical activities. Children exercise vigorously using indoor and outdoor play equipment such as the bouncy castle and ball pool. Visits to the local park and visitors such as the football coach considerably enhance children's healthy lifestyles. All children are encouraged by staff to eat healthily, for example, providing fresh fruit instead of biscuits at snack times.

Children develop good economic well-being through good development of communication and language skills, mathematical skills and personal and social skills. Adults actively promote reading and an interest in books and they encourage effective speaking and listening skills by reading stories to them and encouraging children to talk about the pictures. Adults develop children's social language and encourage turn taking and cooperative play. Activities such as the marble run promote good mathematical development as children count the marbles and look at the various high or low positions in space where they move to. Their creative development is promoted effectively through art junk boxes, making models and playing music on small keyboards. Excellent relationships are maintained between staff and children and their personal development is effectively promoted so that they have an awareness and appreciation of others.

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?	1
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?	3
How well does the setting work in partnership with parents and others?	1
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

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