

White Lodge Playscheme (Walton Leigh)

Inspection report for early years provision

| | |
|--------------------------------|---|
| Unique reference number | EY304220 |
| Inspection date | 04/08/2009 |
| Inspector | Sandra Teacher |
| Setting address | Walton Leigh School, Queens Road, Walton-on-Thames, Surrey, KT12 5AB |
| Telephone number | 01932 223243 |
| Email | |
| 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

White Lodge Play scheme (Walton Leigh) opened in 2005. It operates from several rooms within the premises of Walton Leigh Special School in Walton-on-Thames. Facilities available include the main hall, dining and cooking area, a staff room, toilets, a playing field, a sensory garden and playground equipment.

The play scheme caters exclusively for children with learning difficulties and/or disabilities and complex needs, living within the Borough of Elmbridge and surrounding area. Access to the play scheme is through referral or direct contact with the White Lodge centre.

The play scheme is registered for 25 children aged from four years to under eight years. There are currently 21 children on roll, and three of these are in the early years age group. None of the children in the early years age group were present on the day of the inspection. A varied number of children attend at any time. The provision is open five days a week during school holidays from 10:00 - 16:00.

A bank of 18 staff are available; two are fully qualified and experienced, one of whom is the Special Needs coordinator. All of the others are working towards appropriate and relevant early years and educational qualifications. All have attended suitable inductions programmes which include the specialist information required when caring for children with such complex needs. There are two trained first aiders. The setting is registered on the Early Years Register, the compulsory and the voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The setting has a good understanding of the individual needs of each child which allows their welfare and learning needs to be given very good attention. Children thrive in a well-organised and child-friendly setting as they play and learn with access to enjoyable and interesting activities and learning opportunities. The setting has a good partnership with parents, one of whom commented, 'What a fantastic scheme!' This underpins children's good progress given their age, starting points and ability. Effective assessment systems and daily evaluations enable the setting to support target setting to ensure that children make good progress. Although the setting has a clear idea of its strengths and weaknesses, more formal self-evaluation process has not yet been undertaken.

What steps need to be taken to improve provision further?

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

- develop the range of resources to include technological aids to enhance the learning and development
- develop self-evaluation systems in a more formal way

The leadership and management of the early years provision

The setting has all required policies and procedures in place which ensures that it is managed well. Safety and the safeguarding of children is of the highest priority. The staff who care for the children are experienced and well trained so they work with a good understanding of how to promote children's learning and welfare effectively. All the required checks have been carried out. As a result children are very well safeguarded. They are happy and fulfilled in an environment of challenge, high expectation and stimulation. All staff show a very caring attitude to children and their approach to the implementation of effective risk assessments ensures that children are safe and that the play environment is hazard free. Staff support children as they play effectively, ensuring that independence and self-reliance are fostered effectively. Children are very comfortable as they make choices, play both indoors and outdoors and work in groups of various sizes. Children's good health and well-being is promoted by staff, for example, in learning about behaviour management approaches through positive options. As a result all children show an understanding of the importance of personal hygiene, healthy eating and issues relating to their safety.

The provider has a good understanding of the way that the setting is developing and the level of service that it provides. All staff are very reflective in their work and regular meetings ensure that on-going improvements are a strong feature of the setting as it seeks to ensure that it meets the needs of all children and parents. The supervisor has a good understanding of priorities for improvement, but as yet has not recorded this in a formal, evaluative way.

The setting has strong partnerships with parents and carers. Parents are extremely positive about all aspects of the provision and they value the professional work of the staff and their commitment to supporting their children. Their only criticism was that it did not last for long enough. Parents are made very welcome in the setting and they enjoy both formal and informal as well as a comprehensive range of information about the setting in written form. In addition there are effective relationships with external bodies to ensure that the needs of individual children are understood and met. Such partnerships ensure that children achieve positive outcomes.

The quality and standards of the early years provision

Children make good progress and they enjoy the support of staff who show a good understanding of their needs which are often complex and varied. All children are encouraged to be independent, Staff skilfully manage the play environment to allow children to take risks without compromising their safety, for example, when giving wheelchair bound children the opportunity to use the bouncy castle. Staff have a good understanding of the starting points of children and build on this knowledge with careful observations to evaluate their progress. Good team work and sharing of expertise allows all assessment information to be moderated and great thought is given to planning the next steps in learning for all children.

The setting makes very effective use of key persons to support the learning and development of children, and parents were keen to commend this. Staff make children's time in the setting purposeful and fun. They achieve this by supporting the choices that children make about where they want to play and what they want to play with. There is limited use of technology to enhance the learning and development even further. The day began with circle time, and a focus on the book of the day, 'Aliens Love Underpants'. Children contribute significantly to the atmosphere which is very positive as they respond to the opportunities that are presented to them when they play outdoors, for example, in the sensory garden or in using messy play facilities when making alien cupcakes or masks. Carefully planned activities, including visits from magicians and jugglers, ensure that children are able to undertake interesting learning experiences while building on important skills such as being able to concentrate for longer periods. The harmonious relationships and good behaviour management strategies ensure that all children spend their time in worthwhile learning activities in a well-managed and stimulating setting. All enjoy their time there and staff help them to develop in all areas of their learning thoughtfully and with understanding. Since opening, the supervisor has ensured that all aspects of the learning and development requirements of the Early Years Foundation Stage are being met.

The manager has attended training in supporting children with learning difficulties and/or disabilities. In addition, a number of staff are trained in children's specialist health needs to ensure, should a situation arise, children can be given prompt and accurate medical attention. Daily routines and planning systems are organised well to support this learning journey and give children the knowledge, understanding and self-assurance they need to help them feel valued in the wider world and contribute to their future economic well-being.

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? | 3 |
| 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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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