

CHIPS Summer Playscheme@Pinewood School, Ware

Inspection report for early years provision

Unique reference number	EY378471
Inspection date	05/08/2009
Inspector	Declan McCarthy
Setting address	Pinewood School, Hoe Lane, WARE, Hertfordshire, SG12 9PB
Telephone number	01920 412 211
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

CHIPS Summer Play scheme is one of five run by Children's Integrated Play Schemes. It opened in 2008 and operates from Pinewood School in Ware, catering for children aged three to 15 from East Hertfordshire District Council area and the Borough of Broxbourne. Children aged 16 to 19 who have attended CHIPS for three years and whose parents in consultation with the playleader deem it to be appropriate may also attend. A maximum of 30 children under eight years may attend the playscheme at any one time and no more than 30 may be on the Early Years Register. Children attend for a variety of sessions according to their individual needs and not all attend at the same time. There are currently 51 children on roll who are placed on one of the following registers; Early Years Register, compulsory Childcare Register or voluntary Childcare Register appropriate to their ages. At the time of this inspection, four children on the Early Years Register were in attendance with no more than 22 children in attendance from all three registers. The playscheme is open from 10.00 to 15.30 during school holidays. All children share access to a secure outdoor play area. The playscheme employs nine staff from a bank of 20 and there are a number of volunteers, who have had appropriate induction including awareness of policies, safeguarding and child protection. Four of the staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification. 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. There is appropriate access for people with mobility difficulties. There are partnerships with the other four CHIPS Play Schemes and there are working partnerships with Pinewood School, through, for example, training on Autism.

Overall effectiveness of the early years provision

The provision at the CHIPS Holiday Playscheme is good. It effectively meets the learning and development needs of all children. Well-conceived policies and good teamwork between the play leaders, staff and volunteers ensures that children's welfare is effectively promoted, enabling them to settle quickly into their routines and feel safe. A good range of interesting activities is provided which stimulates children's interest and good enjoyment. The playscheme's promotion of inclusion is outstanding and it has a 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:

- implement fully the new systems for recording children's achievements against each area of learning within the Early Years Foundation Stage
- ensure that the self-evaluation form more accurately reflects evaluations of the Early Years Foundation Stage provision and identifies priorities for

development.

The leadership and management of the early years provision

The leadership and management of the CHIPS Holiday playscheme are good. Good leadership ensures that the learning and welfare requirements of the Early Years Foundation Stage are effectively met. There are well-planned sessions for children, which provide a good balance of activities relating to each area of learning. Baseline assessments are in place and adults know the needs of children well. The new assessment systems to record progress of children in the Early Years Foundation Stage have not yet been fully completed for each child as this is only the beginning of the second week of the playscheme.

The 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 tent for children with more complex and severe needs, to facilitate their full access to learning through sensory stimulation. There are outstanding relationships with parents with very good communication between home and the setting. Parents enthusiastically praise the work of the playscheme, particularly the respite care provided for children with learning difficulties and/or disabilities.

All procedures to ensure that children are safeguarded meet the requirements. All staff and volunteers are carefully checked before working with children. Staff are trained in safeguarding and volunteers participate in a training day with an emphasis on raising awareness of child protection procedures and safeguarding issues prior to the joining the setting.

Self-evaluation is satisfactory. It relates more to the Childcare registers than the Early Years Register. Some judgements in the self-evaluation form are over-generous because insufficient account has been taken of adapting the Early Years Foundation Stage Framework to the 13 day holiday playscheme setting. Consequently priorities for improvement are not always sharply focused enough on the Early Years Register. Strong teamwork and adult commitment, together with effective leadership, has instilled the greatest confidence in parents, promoted outstanding inclusion and stimulated great enjoyment by children. Consequently, there is a good capacity to improve.

The quality and standards of the early years provision

The playscheme makes a good contribution to children's learning and welfare. Provision for learning and development is sharply focused on child-led play through a wide range of stimulating activities which children readily engage in. Various art and craft construction, dressing up, role play and musical activities promote good creative development. Children were seen painting and playing the small key boards, sustaining high levels of concentration and enjoyment. They explore and deepen their understanding of the world around them, learning about cause and effect through activities in the sensory tent. Children complete puzzles and experiment with the wide range of soft toys, the sand tray and other play

equipment. The playscheme promotes physical development effectively through outside exercise and play with soft balls, tricycles, scooters, go karts, a bouncy castle and the ball pool inside. Children have good opportunities to enrich their learning through, for example, visits by the emergency services. This increases children's knowledge and understanding of the world. Mathematical development is promoted effectively through adult-led games such as 'Hide and Seek' where children listen to and learn to count to 10, 20 or 30 and child-initiated activities such as counting marbles. Adults promote good communication language and literacy skills through story telling, reading, and speaking clearly to children to promote careful listening before speaking. All children, including those with more complex physical needs make good use of the accessible outdoor area and take advantage of all the playscheme offers. These include visits to local amenities such as the park, the local zoo, and swimming. Children also benefit from visits by the aromatherapist. As a result of these rich experiences children deepen their understanding of the world around them.

Children settle in quickly, and they feel safe and secure at all times because there are predictable and dependable routines with high levels of staff supervision. 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 indoors and in the outside play area. They enjoy learning, initiating their activities enthusiastically and learning as independently as possible from adults. There are good procedures in place to ensure children are safe and well cared for. They are encouraged to wash their hands after practical activities and before snack or lunchtimes. Staff expect them to play safely indoors and outdoors and are vigilant in supervising the children. The good opportunities for children to stay healthy are promoted through well thought out physical activities. Children vigorously exercise using indoor and outdoor play equipment such as the 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, through, for example, providing only fresh fruit juice, milk or water at snack times. However, children do not always make healthy choices at lunchtimes.

Children's good economic well-being is promoted through effective development of communication and language skills, mathematical skills and personal social and emotional development. Those with more complex disabilities are fully included in all activities. For example, they participate in parachute games and play outside with adult support. As a result all children become increasingly aware and respectful of the different needs 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?	3
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