

Solo Summer Playschemes

Inspection report for early years provision

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EY263946

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Inspector

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Setting address

Reynalds Cross School, Kineton Green Road, Solihull, West
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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

Solo Summer Playschemes was registered in 2003 to provide summer play activities for children from Solihull with learning difficulties and/or disabilities. It operates from Reynolds Cross special school and takes children from this school and several other special schools in the authority. The provision has excellent facilities for children with disabilities including easy access to the building via ramps. Children who attend the play scheme have a wide range of complex difficulties and disabilities including profound and multiple learning difficulties (PMLD), autism, speech and language disorders and associated social and behavioural difficulties. The play scheme is open each day from 09.00 to 15.00 for three weeks in August and children attend for a variety of sessions. The provision is registered to care for 26 children between the age of four and 14 years. It employs 17 staff some of whom work part-time. 14 have relevant qualifications and the others have experience of working with children with learning difficulties and/or disabilities. There are currently 63 on roll including one in the early years age group. The playscheme has the use of several classrooms, the school hall, and other specialist areas including, the soft-play room, a sensory room, the Early Years outdoor play area and the school's swimming pool with specialist equipment including an electronic hoist. The setting is on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Solo Summer Playscheme's provision is good with some outstanding features including the links with parents and other providers. The leadership and management are highly effective and ensure all children are kept safe, looked after well and enjoy their time at the setting. All children settle in quickly because of the warm welcome they receive and the thorough preparation made by staff before children are offered a place. The highly trained and dedicated staff have clear and effective awareness of inclusive practices. They offer a wide range of learning opportunities and experiences to ensure each child gets the most out of their time at the club. Through the process of self-review, the leaders have a good understanding of the setting's strengths, areas for improvement and the capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- develop planning that links the activities and experience provided for younger children to the six areas of learning
- ensure that the policy relating to safeguarding of children is updated to reflect good practices and safety routines
- include information about the time taken to evacuate the building in the fire drill log

The leadership and management of the early years provision

The leadership of the scheme is highly effective and has been successful in recruiting a number of specialist staff, including a qualified nurse and a reflexologist who greatly enhance the provision by providing specialist programmes and interventions for children as well as training and support for their colleagues. As a result, the children benefit from the well trained dedicated staff who look after them. The good use of the specialist sources available at the school, including the specially adapted swimming pool, and a sensory room designed by the staff, ensure children particularly those with PMLD get access to a wide range of appropriate therapeutic, play and learning opportunities. The setting has sustained and improved on the good provision identified at the time of the last inspection and all recommendations have been met. Partnerships with parents and others are outstanding. Parents appreciate the thoughtful and thorough preparation and assessments made on each child before they start. Detailed profiles are compiled covering all aspects of the children's needs. If required, staff attend additional specialist training or offer extra advice and support to parents of children with the most complex needs. For example, the staff provided digital pictures and, plans of the provision for the parents of an autistic child before he started the scheme. This helped him adjust and settle in quickly to a new unfamiliar setting. Parents are consulted about the dates of opening and about the types of trips their children might like and benefit from. Parents are provided with feedback on their children each day through home/scheme books. At the end of the scheme, they are provided with a DVD showing their children's participation in all of the activities that have been provided over the three week period. The setting has strong links with the schools that the children attend and staff for example, find out and familiarize themselves with the modes of communication used by the non verbally communication children. These include systems such as signing, Mackaton and Picture Exchange Communication Systems (PECS). This enables them to plan specific activities and play opportunities designed to promote children's communication skills as well as their social skills and independence. However, the activities planned for the younger children do not show how they are linked to the six areas of learning. Good procedures are in place for safeguarding children and all staff have undertaken up-to-date training in child protection procedures. However, the policy on safeguarding has not been updated to reflect the good practice and procedures in place. Daily risk assessments of the accommodation and equipment are undertaken as well as thorough assessments for the many off site trips. As a result, children are kept safe, yet able to experience and participate in activities that would be undertaken by more able children. Children's dietary and medical needs are carefully recorded and recommendations meticulously followed. Fire drills are undertaken at regular intervals. However, the fire drill log does not show how long it took staff to evacuate the building on each occasion. The setting conducts highly effective self-evaluation which involves staff and parents. This has resulted in improvements beneficial to the children. Its capacity for continuous improvement is good.

The quality and standards of the early years provision

Children enjoy their time at the play scheme because they are provided with a wide range of fun and challenging activities within a rich, stimulating, specially adapted environment. As a result of the careful preparation made before they start, children settle in quickly and soon begin to make choices, engage with peers and communicate their wishes to staff. Children of all abilities access the outdoor activities at the school as well as the many trips on offer. For example, they all visit a farm where they feed the animals and learn how to look after them. They regularly visit a specially chosen adventure playground which has a sensory area. Here, they explore different sounds in nature as well as materials and equipment of different size and shape. The many visitors to the setting help children to develop their knowledge and understanding of the world as well as their social skills and independence. For example, a visit from a professional drummer helped children develop their musical skills and their understanding of rhyme by encouraging them to beat in time on a drum. Also, a visit from the owner of a tropical centre gave them the opportunity to handle unusual species, such as, snakes, spiders, owls and lizards. The more mobile children frequently use the outdoor climbing facilities and mobile toys to develop their physical skills as well as coordination and social skills. Those with limited mobility, assisted by staff, use the swings and climbing equipment. All children use the swimming pool daily and even those with little mobility, assisted by a hoist, enter the pool and demonstrate enjoyment and a degree of independence. The younger children use the outdoors facilities well to explore different materials, such as, sand, water, clay and paint. During the inspection, a group of children showed great enjoyment and relaxation as they explored different types of music, light and sounds in the sensory room. Another group were cooperating and communicating well as they played with soft toys of different shapes and sizes in the soft play area. Children's economic well being is well assured as they develop their communication skills in different ways. Those with little verbal communication join in discussions using their PEDS books or signs and symbols. The more able children's language and counting skills are developed well through one-to-one sessions with their key worker, through singing sessions and by joining in group activities with staff. Children demonstrate good independence by following instructions and making choices at the start of the day about activities they wish to peruse. They demonstrate a good awareness of health and hygiene by indicating the need to wash their hands before eating their lunch and snacks. They make healthy choices at snack times, mostly choosing portions of fruit. They are very happy and show affection and respect for staff by listening to them, giving them eye contact and shaking their hands when they meet. They welcome visitors and often beckon them to engage in whatever activity they are doing at the time. As a result of the good role models provided by staff and the positive systems for managing behaviour, children quickly learn to tolerate, respect and support those from different races, cultures and backgrounds. There is much evidence to show that children make particularly good progress in the areas of personal and social development during their time at the play scheme.

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?	1
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?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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