

Yalding Playscheme

Inspection report for early years provision

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Inspector Eileen Chadwick

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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

Yalding Playscheme is run by Yalding Parish Council at Yalding Church of England Primary School and serves children from the local community. The playscheme has use of the main hall, kitchen and toilet block as well as the use of the tarmac playground and sports field. A maximum of 36 children may attend at any one time from the ages of five to eight years, all of whom may be in the Early Years Foundation Stage. There are currently 50 children on roll aged from five to 11 years, of which eight are in the early years age group. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open for three weeks during the summer holiday period from 11.00 to 15.00. Five members of staff are present each day and the supervisor and other staff hold appropriate qualifications. There are at least two members of staff always on the premises who have first aid qualifications. The setting welcomes children with learning difficulties and/or disabilities and those with English as an additional language. There is disabled access.

Overall effectiveness of the early years provision

Overall the quality of the provision is good and children settle quickly because of the warm and friendly family atmosphere. The manager and staff are good at promoting the children's welfare and ensuring their learning needs are met. All children are fully included in the well organised activities and they mix well with children of all ages. Yalding Playscheme is very popular with parents and children and is an asset to the local community and village life. Staff have a clear idea of their strengths and areas for improvement and a good capacity to continue to progress.

What steps need to be taken to improve provision further?

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

- sharpen planning for covering the areas of learning for the Early Years Foundation Stage so planning helps staff to extend children's learning and strengthens staff's self-evaluation

The leadership and management of the early years provision

Good leadership ensures there is a constant emphasis on improving the quality of provision and, as a result, the setting has improved well since it was previously inspected. The skilled and experienced manager provides a clear direction and staff are an enthusiastic and effective team. They ensure all children in their care are well looked after and have valuable and enjoyable learning experiences. Good procedures for day-to-day management ensure that things run smoothly and children behave well. The setting fully meets statutory requirements for all welfare and safeguarding requirements. Parents are kept well informed and staff seek

parents' and children's views, taking these into account when planning provision. Parents are very pleased with the stimulating and safe environment that is provided.

Staff have good understanding of the requirements for the Early Years Foundation Stage and ensure there is a balanced approach to combining child led activities with those led by adults. Staff have a good range of expertise and carefully evaluate how well the children enjoy the activities and their success in meeting children's needs. However, plans for covering the areas of learning sometimes lack detail and this limits staff's ability to evaluate the full impact of their provision on children's development to some extent.

The quality and standards of the early years provision

Children are well cared for and kept safe in a welcoming and inclusive environment. They readily settle and are very keen to attend. Children's welfare is of importance to staff who are well trained in all areas, including first aid. Staff are very active in liaising with parents so children's individual needs can be met. Staff ensure children with English as an additional language and those with learning difficulties and/or disabilities are included in all activities and progress well.

Children thrive because staff give them individual encouragement and help. Their physical skills are successfully developed through plenty of outdoor play with small equipment and games in the spacious outdoor area. This results in children making strides and enjoying activities such as catching and throwing, managing hoops and skipping. Children develop their practical skills well, for example through model making with paper mache and clay and cooking activities.

Their communication skills and personal and social development are given high priority and supported well through worthwhile opportunities to play and work alongside others. Children choose activities carefully, sustain interest and share ideas and equipment. Children's creative development is enabled through a good variety of art and craft activities. Children are very enthusiastic about opportunities to dress up, including as Harry Potter characters, and to take part in 'talent' shows.

Children make good progress in their learning and development because effective use is made of a range of interesting and practical tasks. A worthwhile range of activities is planned over the three weeks. However, shorter term planning does not always set out which area of learning is to be covered in depth or show links between areas. This sometimes prevents staff making the most of each activity. For example, when designing and making kites there is a strong focus on personal, communication and creative development but opportunities are missed for developing children's scientific investigative skills. Staff evaluate activities for effectiveness and enjoyment but acknowledge the need to ensure these map more securely into the areas of learning and the learning goals.

Children learn about the importance of eating healthily at snack times when fresh fruit and drinks are provided. Snack and lunch times are social occasions when children of all ages mix and talk together and staff listen to their views. Children

develop their independence well through making choices. They make a positive contribution by helping to devise rules, suggesting ideas, helping to plan provision and tidying away resources. Staff carefully teach children the importance of hygiene, for example thoroughly washing hands before handling or eating food.

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

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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