

CamPlay

Inspection report for early years provision

Unique reference number EY337341
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Inspector Susan Lewis

Setting address Samuel Pepys School, Cromwell Road, St. Neots,
Cambridgeshire, PE19 2EZ
Telephone number 01480 375 012
Email office@samuelpepys.cambs.sch.uk
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

CamPlay is one of five provisions managed by Cambridgeshire County Council. It opened in 2006 and operates from Samuel Pepys School in St Neots, offering a holiday playscheme for children with moderate to severe physical and learning difficulties and/or disabilities. The setting is currently on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to admit children from 5 years to 19 years but will not admit children aged five years and under in future.

A maximum of 20 children may attend the playscheme at any one time. The playscheme is open from 10:00 to 16.00 for three weeks during the school summer holidays and some additional days during other school holidays. All children have access to two enclosed outdoor play areas. There are currently 43 children aged from five to 18 years on roll. A very small number of children under five are currently on roll. Children come from the local area. The playscheme employs 24 staff. Of these, 12 hold appropriate qualifications in early years and learning through play. Staff also have a range of qualifications, experience and short course and induction training in relation to managing and providing effectively for children with learning difficulties and/or disabilities. Access for children and adults with disabilities is good because the provision is located within a specialist school and has the use of many of its facilities and resources. The provision is also well set up to support those with English as an additional language although there are currently no such children on roll.

Overall effectiveness of the early years provision

Overall, the quality of provision at CamPlay Samuel Pepys is good. It also has some outstanding features and is a well run playscheme where children's welfare and inclusion in enjoyable and stimulating experiences, including those of children in the Early Years Foundation Stage, are given the highest priority. Staff are well-qualified and meet the children's social and learning needs well. There is a highly inclusive and wide ranging programme of stimulating activities for all children, which also allows the youngest children to learn from the older ones. Strong leadership and commitment by all staff to bring about any changes needed demonstrates that the setting has good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- develop further the use of symbols and other means of communication to support even higher standards of behaviour management and of communication with children
- ensure that children have access to furniture of a suitable size and to more outdoor play equipment such as bicycles and large constructional toys.

The leadership and management of the early years provision

The playscheme is run by experienced coordinators who benefit from being part of CamPlay's wider provision. This means that they can draw on a larger pool of staff and specialist experience and are also part of a broader network for strategic planning, training and development. Leadership is good and planning for development carefully builds on the views of all staff and families as well as children's responses and a more formal review through a local authority scheme and an adviser. The coordinator, senior play leader and her team work extremely well together and have a good grasp of what is working well or what needs to be developed further. The setting has made good improvement since the last inspection in the way in which it promotes children's health and well-being through an outstanding attention to healthy eating and the range of activities it covers. It has a good capacity to maintain this momentum.

Management systems are rigorous and ensure safe practices at all times and effective child protection procedures. There are excellent systems in place, applied rigorously, to protect children from harm. Careful attention to security, thoughtful deployment of staff and daily and weekly checks on premises and equipment both indoors and outdoors, ensure this is a very safe environment. Risk assessments for outings are thorough and some children have good quality individual safety plans which support staff understanding of their needs well. Very good information is also obtained from families and other early years and childcare settings for children within the Early Years Foundation Stage.

Children attend for one full week each year. Good observational records are kept of their responses to activities for all children and in the areas of learning for those in the Early Years Foundation Stage. The activity programme is clearly mapped on to these areas and all observations are shared with families who are encouraged to also share these with schools and settings. At the end of the day parents are keen to read these records which act as a trigger for communication with their children but also give them confidence in recognising their child's often outstanding enjoyment and achievements. Families say their children cannot wait to come to the playscheme and they wish it happened more often. There are good partnership arrangements with local out of school providers, other settings and with the special schools that many of the children attend. Good evidence is gathered pre-admission that contributes effectively to the setting's ability to support each child's good progress towards the early learning goals.

The use of a key worker system, within a small group is well-established and works well. This helps children to settle quickly but also pairs children with relevant expertise for their needs and means parents know who to ask about how their child is doing. However staff are also very flexible and work very well together as a team to ensure children are happy, have choices and any incidents that occur, because of the children's learning needs are smoothly and effectively dealt with.

The quality and standards of the early years provision

Children really enjoy coming to the playscheme and they achieve well during the short time they are there because staff are so focussed on meeting their needs and enabling them to join in and get the best out of every activity.

Children's development in all areas is promoted well. For example, in their understanding of the world and creative development they can make toys at a local museum, make music and sing, join in and choose stories or in dances led by Bhangra dancers. They learn about animals through the visits of local animal voluntary organisations, such as Pat Dogs. The very few Early Years Foundation Stage children benefit from observing how others behave and react to the activities and are motivated to join in more, listening carefully, for example, as an older child spontaneously repeats a nursery rhyme, stopping her colouring to watch another child playing a musical instrument and smiling at the noise when the instrument is played again. A range of painting, art and craft and pencil activities and the close support from keyworkers allows children to develop further their early literacy and communication skills. Good lively story-telling also engaged children's interest in books well. Other activities during outings and at lunchtime provided strong support for personal and social development and for early mathematical development and problem solving. Physical development is encouraged through a range of outdoor and indoor play activities, including climbing frames, although the range of outdoor play toys available is limited and needs further development for the youngest children. The playscheme is located mainly in the senior part of the special school and although it has access to a sensory room and to other rooms with adaptable furniture, in some rooms the tables and chairs were too large and interfered with the freeflow from one activity to another. Careful observational records are made of children's responses to activities and their achievements which are shared very well with families. Good use of verbal praise is also made to help children to celebrate their achievements. Staff also use Makaton or British Sign Language to support children's understanding but could make more use of pictures and symbols to support this and their behaviour management further, particularly where information gained pre-admission indicates this is part of the child's usual communication and management environment.

Children's welfare is promoted extremely well by all staff and the provision for this is outstanding. Children are very well cared for whether they are in the classrooms, on outings or in the outside areas. Children are kept very safe due to the effective use of policies and the mechanisms in place to check they have been followed. Their personal development is extremely good because even those who, because of their needs, might be apprehensive about new experiences have a go at these because of the strong bonds and trust that they quickly develop with the adults. Staff care for the children's personal, medical and other additional needs diligently, with careful attention to the child's dignity. Children really enjoy the outings and know that they will have fun, this means that their behaviour is good and sometime exceptional for their level of need. When they do find things difficult and incidents occur, generally these are dealt with well, but symbols and/or key words and signs are not used consistently with all the children who need them to ensure that they understand what is acceptable and what is not. Any medical needs or

accidents are handled well because staff have relevant and up-to-date first aid training. Children are kept safe and keep themselves safe because they are given good training in independence and safety by walking to some outings, being expected to help clear up and so on.

There is an excellent emphasis on children making choices and they are encouraged to be as independent as possible, whether in feeding themselves, helping to put on their clothes or making choices about what to do next. The children learn very effectively about being healthy through their cookery sessions, snack and meal times, and the setting has produced a very good leaflet for families linked to this.

The high level of staffing, the good induction programme and the level of experience staff have in relation to children with learning difficulties and disabilities means that generally the setting provides well for these needs. This is an outstandingly inclusive setting which also, because of the outings programme, enables children to be very visible in their local community.

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? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 1 |

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? | 1 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 1 |
| How well are children helped to enjoy and achieve? | 1 |
| 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