

CamPlay

Inspection report for early years provision

Unique reference number EY337354
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Inspector Susan Lewis

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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.

There were no children on roll when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no children on roll, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states if the provider continues to meet the requirements of registration.

Description of the setting

CamPlay is one of five provisions managed by Cambridgeshire County Council. It opened in 2006 and operates from Highfield School in Ely, 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 18 years but will not admit children aged five years and under in future. Camplay intends therefore to deregister the setting from the Early Years Register. A maximum of 20 children may attend the playscheme at any one time. The playscheme is open from 10.00am to 4.00pm for two weeks during the school summer holidays and some additional days during other school holidays. The playscheme has access to a large hall and a range of classrooms and other facilities including a sensory room and soft play room. All children also have access to an enclosed outdoor play area. There are currently 35 children aged from six to 18 years on roll. Children come from the local area. The playscheme employs 20 staff. Of these, 13 hold suitable qualifications in Early Years or playwork. 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 particularly strong as the levels of staffing and the ways in which the setting liaises with families and other providers pre admission. The setting has access to appropriate resources to enable it to support children for whom English is an additional language.

There were no Early Years Foundation Stage children on roll when this inspection took place. The report findings are based on evidence gathered through discussions with staff, inspection of the premises and equipment and documentation. As there are no Early Years Foundation Stage children on roll, no judgement is made on the quality of early years provision as there is no reliable evidence on which to assess its impact on children.

Overall effectiveness of the early years provision

Staff at the playscheme demonstrate appropriate understanding of the requirements of the Early Years Foundation Stage. A strong induction programme and good gathering of information before all children attend, mean that even those staff that have a less strong background in early years and/or meeting the needs of children with learning difficulties and/or disabilities are well prepared for this and children quickly settle down. Careful allocation of children to key workers with particular skills and experience supports children's access and inclusion in all activities very well indeed and secures excellent relationships between children and staff. Activities are very well thought through to engage children's interest and enjoyment but also challenge them to have a go, to join in with others and to learn from others. Outings are a huge part of the playscheme and these offer really good opportunities for children to make choices, try out new experiences and be highly visible in their community. Everyone is enabled to 'have a go' if they want to, whether it be with a musical instrument or in accessing a ball park area at an adventure playground.

There is a clear focus on supporting children towards the Every Child Matters outcomes and a development plan is in place to support this. The required policies and procedures are in place and have been updated since the last inspection. All the required checks on the suitability of staff to look after and work with children are made and recorded appropriately. These records are kept at the head office but are readily available. Staff know and understand child protection procedures and designated lead child protection officers, with appropriate levels of training are in place. They are readily contactable although not present on site at all times. Daily briefings and a briefing board keep staff well informed as to pupils' welfare and health needs as well as to activity arrangements.

All parts of the premises used for childcare are safe, secure and suitable for purpose. Appropriate and detailed risk assessments are in place relating to possible risks and hazards children might be exposed to in these and for outings. These risks and hazards are reviewed and updated each day for any new risks that have emerged. Daily checks are made on all facilities and equipment. Suitable evacuation plans and fire drills are all in place. Staff have appropriate first aid training and qualifications and there are meticulous procedures and records in place for administering medicines and recording accidents and incidents. All this reflects the strong ethos of care and concern that underpins everything that is done, the determination to keep children safe and to nurture their well-being.

There is good evidence from discussions with the coordinator and senior play leader and from records and current activities, that there is an appropriate understanding of provision for the welfare, learning and development of children in the Early Years Foundation Stage. Everyday careful observational records are made about every child's enjoyment and engagement with activities and their behaviour and communication skills. These are shared with parents, who are advised to share these with the children's schools. End of day reviews with staff and group discussions ensure that each child's involvement and any incidents that have occurred are reviewed and planning and organisation for the next day's adjusted accordingly. Incidents are appropriately recorded and generally behaviour is managed well. However, for children with the most complex needs, including behavioural needs, more use of signs and symbols by more staff would give children clearer messages about what is acceptable and what is not and help them to understand what is happening or will happen more smoothly.

The range of activities available, the level of staffing, the ways in which staff play with and talk with children, and the facilities available, offer appropriate high level of provision for their learning difficulties and needs. The use of a specialist school for children and young people with learning difficulties and/or disabilities as a base provides a suitably adapted environment and access to a range of appropriate indoor and outdoor play resources to support learning and development. CamPlay's own toys play materials and equipment and the use of local community facilities supplement this well and ensure a highly stimulating environment for children. However, although there are good climbing facilities. There is a limited range of outdoor toys such as bicycles available.

Children are encouraged to develop an understanding of how to keep healthy

through attention to healthy snacks and meals and activities and outings which have a strong emphasis on helping children to enjoy and achieve, and to be healthy, and include cooking meals, swimming, outdoor play, gym and musical activities, Within this they are offered many opportunities to make choices and their own contributions. Shopping for ingredients and having pocket money on some outings, as well as their joining in on public sessions on their outings all help them to develop further the skills they will need in later life.

The policies and practices in place and the discussions with the coordinator demonstrate a suitable knowledge of the information needed in order to meet the needs of each child and to ensure that everyone is included and has access to all activities and aspects of the setting.

This is a well run playscheme in which the coordinators and senior play leader have carefully planned for the safety, welfare and inclusion of all children including those in the Early Years Foundation Stage, providing enjoyable and stimulating experiences. Strong leadership and commitment by all staff is evident and excellent teamwork which demonstrates that the setting has good capacity for further improvement.

Compliance with registration requirements

The registered person continues to meet the requirements of registration.

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