

# British Library Holiday Playscheme

Inspection report for early years provision

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<b>Setting address</b>	British Lending Library, Boston Spa, Leeds, West Yorkshire, LS23 7BQ
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

The British Library Holiday Play Scheme opened in 1985. It is run by a committee and operates from a portable building on the site of the British Library in Boston Spa. It provides care for the children of employees and contractors of the British Library. Opening times are Monday to Friday from 8.30am to 5.00pm during the school holidays.

The scheme is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 40 children at any one time. It is also registered on the voluntary part of the Childcare Register. There are currently 65 children on roll, six of whom are within the early years age group. There are eight staff employed to work with the children, five of whom hold relevant childcare qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a bright, welcoming and well-resourced environment where they have access to a range of learning opportunities which effectively complement those they receive in other settings they attend. Staff have some knowledge of the requirements of the Early Years Foundation Stage and systems are in place to gather information about children's individual needs, however, they have not implemented a key person system to ensure these are met. All of the necessary documentation is in place, however, this sometimes lacks the necessary detail and the systems to evaluate the provision are not yet fully developed to ensure continuous improvement.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure each child is assigned a key person (Organisation). 08/01/2010

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

- develop the system for self-assessment to ensure continuous improvement, for example, by using the Ofsted self-evaluation form and quality improvement processes
- ensure information is obtained regarding the requirements of the Early Years Foundation Stage.
- review all policies and procedures to ensure they are in line with the Early Years Foundation Stage and contain all the necessary details.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded from harm because staff have a sound understanding of their responsibilities with regards to child protection issues. They are able to recognise the possible indicators of abuse and the setting's safeguarding policy is displayed for parents' information. Effective assessments are undertaken to minimise any risks to the children's safety, both on the premises and for outings, and policies and procedures are in place to show how the service operates. However, these have not been reviewed to ensure they are in line with the welfare requirements. In addition, the complaints policy does not detail Ofsted's role, and the procedure that would be followed in the event of an allegation of abuse being made against a member of staff is not sufficiently detailed. The staff team work well together and provide the children with a warm and friendly atmosphere in which to play and learn. The available space is utilised well, providing a main play area and well-resourced art and computer rooms.

The committee meet regularly and communicate effectively with the manager. Discussion is held at the end of each scheme to evaluate how successful it has been and a comments box is available for parents. However, staff have not made themselves fully aware of the requirements of the Early Years Foundation stage and there are no formal systems in place to monitor and assess the provision on an ongoing basis to effectively target areas for future development. Most of the recommendations from the previous inspection have been addressed, particularly those in relation to helping children learn to keep themselves safe and healthy. However, staff have not implemented a key person system, which is now a welfare requirement.

The setting promotes equality and diversity successfully. Children with additional needs are supported well to promote inclusion, and staff ensure good relationships are fostered with the parents and that they are kept well informed about all aspects of the service. For example, policies and procedures are available on the company intranet, lots of information is displayed in the playroom, including activities the children have enjoyed, and they are informed of the programme for activities and outings at the beginning of each scheme. Parents are able to discuss how providers at other settings the children also attend support their learning and development, which ensures a consistent approach to any issues, such as behaviour management. Parents spoken to at the inspection made positive comments about the staff and the care provided, and thank-you cards are evident, which also show their appreciation.

## **The quality and standards of the early years provision and outcomes for children**

All children are happy and settled within the club. They have positive relationships with the staff who care for them and are offered a balance of both free-play and adult-initiated activities which gives them variety and ensures they are well occupied. For example, they take part in planned Christmas craft activities and

choose freely from other resources, such as jigsaws, board games and small world toys. They have free access to the craft room where they choose their own resources to create works of art, such as paintings of Christmas trees, which they decorate with glitter. They enjoy modelling with dough, making snowmen and 'cakes' which they share with their friends and they learn valuable life skills as they role play making meals, and care for the dolls. They learn about technology as they access the computers and are able to sit and relax, when they need to, either in the television area or the book corner.

The children enjoy lots of visits and outings during the summer scheme to venues, such as the cinema, beach, a children's farm and parks. They learn about other cultures and people, such as aborigines, and visitors are also invited to the group. For example, the local fire fighters who share their skills with them, and Santa visits at Christmas, which creates lots of excitement. The older children are good role models for the younger ones to follow. For example, they provide support for them during activities, such as completing jigsaws, and all children behave well and play cooperatively. For example, they readily share resources, such as the dolls, and they have been involved in drawing up the rules for the club. This ensures they are fully aware of the boundaries and feel safe in knowing what is and is not acceptable behaviour. Star charts are used to acknowledge their achievements and the children are clearly proud of these.

Staff are very effective in helping children to develop their understanding of keeping themselves safe and healthy. They encourage them to learn about dangers in the kitchen through role play, such as wearing protective gloves as they put their 'cakes' in the oven, and they remind them to line up sensibly and to walk carefully across the complex for lunch. The children know to wash their hands before eating and to use a tissue if they sneeze, and put this in the bin afterwards to prevent the spread of infection. They enjoy fresh air and develop their physical skills as they play outside, use the field in summer for organised sports and take part in activities, such as using a 'bouncy castle'. They learn about eating healthily as they play in their 'greengrocers' shop, and a bowl of fruit, and drinks of water and juice are provided at all times for them to access if they feel hungry or thirsty.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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