

# Brackley Leisure Centre Creche and Playscheme

Inspection report for early years provision

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<b>Unique reference number</b>	219981
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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.

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## Description of the setting

Brackley Leisure Centre Playscheme opened in August 1996. It operates mainly from a sports hall and also from other registered rooms and associated facilities within the Leisure Centre. A playing field to the rear of the building is used on the same basis as any other off-site activity.

The playscheme serves the local and surrounding area and operational times are from 8.30am to 5.30pm during school holidays. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for children aged four years and over. A maximum of 50 children may attend at any one time and all may be in the early years age group, if aged four years.

A total of six staff work with the children and of these, three hold early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff meet children's individual needs appropriately and promote children's welfare satisfactorily, although two welfare requirements are not currently being met. The manager and staff are aware of strengths and areas for improvement and use this awareness to begin to review current practice. Information obtained from parents helps staff to identify and address children's differences with regard to their care needs, but information on interests and stage of development is not requested. Staff ensure that children's different cultural, religious and dietary needs are known and addressed.

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

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

- make sure that written emergency treatment consent is obtained for all children (Safeguarding and promoting children's welfare) 26/10/2009
- obtain information about who has legal contact with each child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 30/10/2009

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

- develop systems to ensure coherence across different settings and related to the child's experience at home in order to plan for different interests and stages of development
- increase the choice of resources that are challenging and interesting for

- children in the early years age group
- review the risk assessment record to include detail on how children cannot leave the premises unsupervised, and how they are protected from people whose suitability has not been checked inside and outside the building.

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

Children are cared for in a safe environment and risk assessments for users of the leisure facilities are thorough. However, they do not sufficiently identify potential risks to children with regard to security, for example, the measures that are in place to ensure children do not leave the premises unsupervised and to ensure that children are safe from unwanted visitors inside the building and when the playing field is used. Staff are aware of their responsibilities with regard to protecting children from abuse. A clear policy and additional information on identifying abuse has been drawn up for staff and parents. The provider ensures that procedures for recruitment, selection and induction are clear. Staff member's suitability is checked before they have unsupervised access to children. Good health and well-being is promoted effectively and necessary steps are taken to prevent the spread of infection. Staff teach children about keeping safe and good health is promoted.

The provider strives for improvement by ensuring that key staff are qualified and opportunities are made available for support staff, who have other duties within the leisure centre, to achieve a qualification. For example, plans are in place for two staff to work towards a Level 2 Playwork qualification. The Ofsted self-evaluation form has been completed and priorities for improvement are identified as completing Early Years Foundation Stage (EYFS) training and obtaining more feedback from parents. There were two recommendations raised at the time of the last inspection and both have been satisfactorily addressed. The provider was asked to improve information on complaints for parents and ensure that all policies and procedures are in place and reviewed regularly. All required policies and procedures have been drawn up and are provided for parents.

Admission forms include clear detail on children's differences with regard to language, religion, ethnic origin, diet and medical information. Children are able to gain an understanding of diversity as some books available in the sports hall and resources in the crèche room reflect positive images. The equal opportunities policy identifies the importance of ensuring that every child is valued as an individual and that stereotyping and discrimination must be avoided. The special needs policy includes information on integration and individual assessment. In discussion, staff are aware of the benefits of establishing links with other professionals involved in the care and education of the children and some information is passed to them from parents about issues at school. However, systems to ensure coherence and related to the child's experience at home, in order to plan for different interests and stages of development are not yet in place. Parents are provided with a booklet containing general information and policy statements on equal opportunities, behaviour, special needs, complaints and safeguarding. They are made aware that full policies are also available.

Most required records are kept in good order and written information provided for and obtained from parents and carers with regard to children's care is generally satisfactory. However, welfare requirements are not fully met because information about who has legal contact with each child and who has parental responsibility has not been obtained and some parents have not signed the section of the admission form that requests permission for seeking emergency medical advice or treatment. As a result, potentially children's welfare is compromised.

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

The playscheme operates during school holidays only and some children may attend on an occasional basis only, therefore, there are no formal systems for using observation and assessment to inform planning for individual children. There is no requirement for parents to book a place for their child in advance, although staff prefer them to do so, and there is no system for obtaining information from parents on children's interests and abilities. As a result, staff are unable to ensure that children are challenged effectively in order to reach their full potential.

Children play happily and cooperatively in the sports hall. Games, for example, football and hockey, are organised and children of all ages up to 11 years take part enthusiastically. Older children are aware of safety rules with regard to keeping hockey sticks close to the floor and younger children are reminded to do so. A staff member joins in with the game and supports young children so that they can play an active part. Children count the goals scored and calculate the difference when determining who has won the game and by how many goals the team has won by. Children are aware of behaviour expectations with regard to showing consideration for others and taking turns. Staff implement a behaviour management policy that identifies the importance of consistency and being good role models. They talk with children about how the children feel they should behave and they aim to ensure that children are always involved, occupied and stimulated. At the end of each day children are encouraged to talk about what went well and any requests for changes.

The main focus of the provision is for children to enjoy physical play activities and when asked, older children do not identify a 'wish list' of any additional resources. However, younger children are not always fully involved in these activities and the choice of toys and books available in the sports hall for early years children is limited. They can play with some books and puzzles and an art and craft activity is always available. Children can choose cutting and sticking, painting, 'scratch art', junk modelling, pens, paper and pencils, graffiti painting and play dough. Younger children develop cutting skills with staff support. Children play on a bouncy castle, they build and climb on soft play blocks, balance on beams and use sit and ride toys. In discussion, staff explain that during summer playschemes children enjoy opportunities to explore and investigate. For example, they take part in nature walks around the leisure centre grounds and collect caterpillars to make a butterfly garden. Their learning is supported by obtaining and using information from books on creating the garden and on what food to provide.

Children are aware of safety rules when playing team games or when using roller skates. They learn how to protect their own health, for example, good hygiene practices and healthily eating as they make their own pizzas and decide upon healthy toppings. Parents provide meals and snacks.

## 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	3

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

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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