

# Andover Mencap Summer Scheme

Inspection report for early years provision

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**Unique reference number**

EY229855

**Inspection date**

10/03/2010

**Inspector**

Penny Wood

**Setting address**

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**Type of setting**

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

Andover and District Mencap Holiday Play Scheme and Saturday Club opened in July 2002. It operates from the Bonhomie Centre in Andover, Hampshire. The scheme has the use of a meeting room, a small adjoining room and associated facilities. There is an enclosed area for outdoor play. The play scheme is open to children with special educational needs and/or disabilities. Children attending the centre come from Andover and the surrounding areas.

The scheme is registered to care for no more than 20 children under eight years old at any one time. Of these, all may be in the early years age range, but none may be under one year. There are currently 65 children on roll aged between four and 19 years old. Children may attend for a variety of Saturdays and days during the summer holiday. Sessions operate from 10am through to 4pm. The scheme employs 38 members of staff to work directly with the children. Of these, 14 hold a suitable childcare qualification.

Andover and District Mencap Holiday Play Scheme and Saturday Club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are warmly welcomed by staff upon their arrival, entering the setting with ease and enthusiasm. Good systems are in place to ensure children's individual needs are met, with inclusion promoted well throughout the setting. Partnership with parents is a particular strength of the group. Good systems are in place to ensure staff are suitable to work with children, although the qualification requirements within the Early Years Register and compulsory and voluntary parts of the Childcare Register are not currently met. Appropriate steps have been made to address most aspects of the recommendations raised at the last inspection.

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

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

- develop an action plan that sets out how staff training and qualification requirements will be met ( Suitable people) 24/03/2010
- ensure that all records are readily accessible and available for inspection by Ofsted (Documentation). 24/03/2010

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

- ensure an accurate daily record is maintained of children's attendance, which details when children have left the setting.

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

Children are safeguarded due to the thorough procedures in place and staff's secure knowledge of the child protection policy. Robust recruitment and induction procedures ensure adults are suitable to work with children and have a clear understanding of their role and responsibilities. Children benefit from the high ratios of staff, who work on a one-to-one basis with children in order to be able to meet their individual needs. Good support systems, such as the use of Makaton sign language and picture exchange communication systems (PECS) ensure all children are included within the group.

Qualification requirements set within the Statutory Framework for the Early Years Foundation Stage and the Childcare Register are not currently met, which is a breach in the legal requirements. However, this has little impact on children's experiences because most staff possess an in-depth knowledge and understanding of special educational needs and/or disabilities through their work within local special needs schools. Staff are confident within their roles.

Staff ensure the premises are safe for children through daily visual risks assessments and the steps taken to minimise hazards. However, the record of risk assessment was unavailable during the inspection, which is a breach in the legal requirements. Children's safety on outings is secured through the robust procedures in place. Staff are vigilant when loading and unloading the minibus to ensure children are safe and supervised at all times. When visiting busy venues, such as soft play centres, staff monitor the entry points to ensure no child is able to leave the premises unsupervised. Children's safety is further supported using high visibility vests when visiting open spaces. During outings, staff ensure they have appropriate resources and equipment to support children and their work.

The setting liaises effectively with children's schools and pre-schools to ensure staff have clear information available to support them in meeting children's individual needs. Children benefit from the strong relationships developed between their parents and staff. Good levels of information are shared with parents ensuring they remain informed of issues and events as appropriate. In return, staff gain detailed information relating to children as they join the setting which enable them to provide appropriate levels of care accordingly. Parents talk highly of the setting and the levels of support the families receive.

Most documentation is completed in appropriate detail. However, the daily register is not consistently completed as children leave the setting in order to reflect accurately which children are present. Policies and procedures, which are available to parents and staff, are regularly updated to ensure they reflect practice within the group.

Good systems are in place for the setting to evaluate practice. Management make

suitable use of short training courses in order to drive improvement within the area of special educational needs. Strong links between the management body and staff ensure all remain informed of changes and events as they occur. Each session is evaluated to ensure practice continues to meet the needs of the children.

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

Children are enthusiastic as they enter the setting and quickly settle into play with their designated key worker. Very good systems are in place to gain a clear insight into children and their individual needs, such as home visits conducted by the manager and the sharing of children's individual education plans within children's 'pen portraits'. As a result, key workers have a good insight into individual children's needs and are able to support them well.

Staff support children's personal, social and emotional development well. Children are able to make choices from the good range of activities available upon their arrival at the setting. When visiting venues, such as soft play centres, they enjoy exploring the different areas, with staff allowing them to make choices and to follow their own paths, while being close by to offer support as required. Staff allow children to take risks within a safe environment. Staff are attentive to children's needs and adapt their support as appropriate.

Children enjoy a good range of outings, which are chosen depending on the ages and needs of the children. They are able to experience a wide range of opportunities and gain an awareness of the world around them. They enjoy opportunities to develop their social skills and to form relationships with others within the group and play well alongside each other. Children clearly feel safe and at ease with their key workers.

Regular use of praise and encouragement boosts children's confidence and self-esteem and promotes good behaviour. Children follow instructions well. For example, they sit patiently while waiting to get off the minibus. Staff ensure children have an understanding of the order of the day by repeatedly informing them of what will happen next and through the skilled use of PECS.

Children's health and wellbeing is promoted by staff. Children are encouraged to follow good hygiene routines, such as cleaning their hands prior to eating. They enjoy a healthy range of snacks. Staff are attentive in ensuring children receive their medication as required. Children benefit from good opportunities to be active during visits to play centres, play parks and opportunities to play in the garden at the centre. During times of physical exercise, staff remind children to have plenty to drink to prevent them from becoming dehydrated.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable people). 24/03/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable people). 24/03/2010