

# Bushey Grove Leisure Centre Creche

Inspection report for early years provision

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<b>Setting address</b>	Aldenham Road, Bushey, Hertfordshire, WD23 2TD
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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

Bushey Grove Leisure Centre Play Scheme registered in 2001. The play scheme is based in a multi purpose room, which is part of the leisure centre in Bushey, Hertfordshire. The setting also operates a crèche that is registered on the voluntary part of the Childcare Register.

The play scheme is open during the school holidays between 8.30am to 5.00pm.

The play scheme employs members of staff according to demand for places. Over half of the current staff have an early years qualification.

A maximum of 37 children aged four to eight years may attend the play scheme and older children may also attend the setting. There are currently six children in the early years age group on roll. The play scheme supports children with special educational needs and/or disabilities.

The play scheme is registered on the Early Years Register and both 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 cared for in a safe and stimulating environment where they feel secure and happy. They thoroughly enjoy their time at the setting where they relax and play with their friends. Children are valued as individuals and treated with kindness and respect by the staff. The management team understand the value to the children of continuous evaluation and are committed to building on their existing good practice for the benefit of all children.

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

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

- provide opportunities to access a morning snack to ensure children do not feel hungry
- ensure there is space for children who wish to rest or relax.

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

Children are safeguarded as staff have a good knowledge and understanding of safeguarding issues, including the procedure for reporting concerns. Children are further protected by robust recruitment and vetting procedures. Procedures include Criminal Records Bureau Checks and references, thus ensuring all adults working with the children are suitable to do so. A probationary period for new staff ensures

they have time to understand the policies, procedures and know the building layout.

Children are safe and secure in the club as staff complete comprehensive risk assessments to ensure that children play and learn in a safe environment, both inside and out. Staff provide wrist bands so children know the group they are in and their key worker, adding to their feelings of security. In addition, staff encourage children to think about keeping themselves safe when out in the sun.

Staff provide a welcoming environment in which children can choose from a good range of activities. Staff offer the children choices which enable the children to make informed decisions about what they play with. Effective staff deployment provides good support for children's welfare and development. They get to know children as individuals and consequently they meet their individual needs. Good use is made of space and resources available. Children have good opportunities to use the large hall for a broad range of physical activities. Children have access to the outdoor play area for fresh air and outdoor play on a regular basis.

The management team are in the process of updating the self-evaluation and have made a start by involving parents in the process by producing questionnaires for them to complete. This gives the manager and staff an understanding of the strengths and areas for development of the provision for children in the Early Years Foundation Stage.

Equality and diversity are positively reflected; for example, boys and girls are equally included in all activities and games. This ensures children feel valued and have a sense of belonging. The setting establishes effective partnerships with parents. All relevant information is exchanged at the end of the session to ensure consistent and appropriate care is provided. Questionnaires demonstrate parents' unanimous praise for the club. The staff demonstrate a positive attitude to working with other professionals to support the children in their care.

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

Children quickly settle and soon begin to feel confident and secure in the relaxed, yet well organised, environment. They make their needs known and enjoy sharing experiences and ideas with staff, who are friendly and interested in them as individuals and put them at their ease.

Children enjoy a healthy lifestyle. They practise good procedures for their own personal hygiene, such as washing their hands when they are sticky and before they eat. Children have daily opportunities for fresh air and exercise, with a good choice of equipment to help develop large muscle skills. For example, they participate in running games, using the bouncy castle and playing badminton. They learn about aspects of their own safety and that of others as staff guide children to use to equipment safely. Children's health is further promoted as they help themselves to water throughout the session, meaning they remain hydrated at all times. However, younger children are not offered a snack during the morning

session meaning some children express feelings of hunger as the morning progresses. Children remind staff to take the water outside so they can drink as they play. Children are thoroughly excited as they learn to street dance; they discuss how to warm up their muscles before they start, meaning they develop a further understanding of how to remain fit and healthy.

Children are encouraged to be generally considerate to others, and any unacceptable behaviour is managed effectively by staff using age-appropriate and positive methods. Staff give children the skills to negotiate with each other. They are also encouraged to apologise and shake hands with each other if needed. Older children in the setting have a positive impact on the younger children. For example, they help the younger children use the water machine safely.

Children proudly show their creative work to staff who regularly praise and encourage the children for effort and achievement, which helps boost their self-esteem. Children use a range of creative resources such as glitter glue and pens as they decorate fans and swords. Children are particularly pleased when staff join in with their game of connect four. Children independently practise bouncing on the bouncy castle and delight as they play games such as 'What's the time Mr Wolf?'

Children really enjoy playing bingo; they make their own cards and choose their numbers. They make appropriate noises as the numbers are called out and all cheer as their friends call out 'Bingo'. Children are busy in the club room and use lots of energy when they access the gym equipment. However, the environment does not include an area where children can rest or relax should they wish or need to.

## 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	3
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

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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: Met

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