

Flitwick Leisure Centre Creche & Holiday Playscheme

Inspection report for early years provision

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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).

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

Flitwick Leisure Centre was registered in 2004 to provide an extended crèche facility and holiday play schemes. The crèche and playscheme facilities operate from two rooms on the first floor in Flitwick Leisure Centre, Flitwick in Bedfordshire. Children also use the facilities of the leisure centre, including the fields and the swimming pool. This setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The group serves the local community who use the facilities.

A maximum of 30 children aged under eight years may attend the provision, of these, no more than 26 may be in the early age group. Altogether there are over 200 children on roll for the crèche. There are over 90 children on the playscheme roll, of whom a small number are in the early years age group. Crèche sessions are open five days a week, all year round. The crèche opens from 9.00am everyday, closing at 2.00pm on Mondays, 3.30pm on Tuesdays, 2.45pm on Wednesdays, 1.30pm on Thursdays and at 1.00pm on Fridays. Children may stay in the creche for more than two hours. The holiday playscheme opens from 8.45am to 4.30pm during school holidays, including half-term weeks and is arranged into two groups, 'Ants in your pants' for the under eights and 'Run Riot' for the over eight-year-olds. Children attend sessions as booked and required by their parents or carers. The setting is able to support children with special educational needs and/or disabilities and children for whom English is an additional language.

Five permanent staff members and three supply staff work within the crèche. Of these, five hold appropriate early years qualifications. Eight staff work on a flexible basis in the holiday playschemes, and of these, three hold recognised early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's needs are very much at the centre of this exceptionally well-organised and inclusive provision. Parents and children are extensively consulted and involved in decision-making and their opinions are truly valued. The excellent observation system ensures that children's learning and development needs are fully met. Meticulous care is given to every aspect of the service and this ensures that children's welfare is the constant focus of staff attention. A wealth of information is provided for parents and carers, keeping them fully informed about the service and staff analyse their own practice, demonstrating an exceptional capacity to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing further, the use of information gathered to support children's very good progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The provision benefits from a dynamic leader who conscientiously oversees and supervises every aspect of the service, effectively implementing her high aspirations and expectations for the setting through her everyday practice. Staff work extremely well as a team and are achieving the best possible standards of care and education for the children in their care. They conscientiously implement the policies and procedures to keep children safe. For example, visitors are appropriately challenged, being requested to produce verifiable identification, before being admitted to the premises. There are suitably robust systems in place to check the suitability of the staff and to ensure that they hold appropriate qualifications. Playscheme staff have to attend an induction training day before starting work. All staff have regular supervision meetings and they are required to attend regular training courses to update and extend their skills. Specific risk assessments are carried out and all staff attend safeguarding training. Consequently, they have a clear understanding of child protection and the procedures to follow in accordance with the Local Safeguarding Children Board guidelines.

Staff offer excellent opportunities for daily verbal communication with parents when they collect their children about how their child has been and the activities they have enjoyed. Highly effective procedures, such as, communication notes and daily diary entries, ensure that important information is sensitively passed between the staff and parents and carers to secure children's welfare at all times. The views of staff, parents and children about every aspect of the running of the service are actively sought and highly valued. Research is carried out each year in August and September and responses are overwhelmingly positive. Any points for improvement are incorporated into an action plan and targets dates are set for completion. For example, booking forms and timetables for the playscheme are now available for collection a few days before booking starts and opening times for the creche have been reviewed. Creche staff complete evaluation sheets on the five 'Every child matters' outcomes. Also staff meetings are held every other month where staff can feed in their views and comments on the service and staff knowledge is evaluated through a regular quiz. Reflective practice is very well-established and staff are fully involved in evaluating every aspect of their practice and operating procedures through discussion, consultation and training, demonstrating an outstanding capacity to maintain continuous improvement.

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

Staff believe that children are learning and developing all the time when offered good, well-balanced, all round experiences and good quality adult interaction.

Children are provided with stimulating opportunities to help them enjoy their time in the creche and the playscheme. Children of all ages play together harmoniously in this friendly environment where enthusiastic staff are actively involved and engaged with children on matters of topical interest. For example, staff and children discuss how to stay safe on the beach, near trains, near water and in the sun. Then a drawing competition is arranged and children design posters to promote the awareness of potential dangers.

Staff provide sensitive support and encouragement in an unobtrusive way. For example, they ask if children want them to play with them and offer to keep them company. The hall is set up with a wide range of highly appropriate recreational activities, including a 'writing board' for children to scrawl, draw and write messages. The craft table is constantly popular and children enjoy table top games, chess and card games, table football, pool table and games console. Floor toys offer a variety of small world play scenarios and there are frequent, varied opportunities to run off physical energy throughout the day. Indoor and outdoor activities include relay races, a multitude of sports, the climbing tower and bouncy castle.

All planned activities are observed and evaluated and documentation demonstrates how learning across the six areas is reinforced and consolidated through play. For example, the children enjoy learning about outdoor cooking and barbecues. Staff talk to children about washing hands before handling food, and the continuing need for hygiene whilst preparing a meal, should children cough or sneeze. When children tell staff they like a particular activity, this is noted in the daily diary or on their observation sheets so that the staff can offer them activities they enjoy. If parents want staff to work with their child to help them progress, whether it is learning a nursery rhyme they particularly enjoy, or helping with exercises the physiotherapist has recommended, they are happy to oblige.

Children with particular needs benefit greatly from the staff's positive attitude towards inclusion. When any child joins the club, an insightful observation log is filled out by staff and this provides valuable information about how well the child has settled into the group. Staff use this information to meet each child's specific needs. Children behave very well as a result of the staff's friendly and approachable manner and their frequent use of praise. Children are encouraged to evaluate their own standards of behaviour on questionnaires which ask them to measure 'How did I do today' and this helps children to develop their personal, social and emotional skills. Staff administer any medication that is necessary and implement robust systems to ensure children's health, safety and welfare. They closely monitor children with allergies with due diligence and care. Nutritious snacks and drinks are freely available to sustain the children until they go home.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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