

# The Playscheme @ Meadow Wood School

Inspection report for early years provision

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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

The Totally Different Play scheme at Meadow Wood School has been registered since 1997. However, they became a limited company in 2007 and re-registered to reflect this status. The play scheme operates from ---Meadow Wood School in Bushey, Hertfordshire. The school has been specially designed to accommodate children with physical and neurological impairment. Children have access to a large bright hall, a soft play room, sensory room, a library area and a playground with apparatus adapted for the use of children with limited mobility and wheelchair users. The school also has a hydrotherapy pool and swimming is offered. A maximum of 14 children may attend the play scheme at any one time. The scheme is open for four days during the Easter holiday and for three weeks during the summer from 10.30am until 3.30pm. The scheme serves children from the local and surrounding areas, supporting children with learning difficulties and/or disabilities. The majority of the children who attend the scheme also attend the school, although places are open to children from other schools. There are 14 children on roll of whom three are in the early years age range. The provision has a suitably qualified manager and deputy in place. They have relevant skills and experience in caring for children with special educational needs.

The play scheme can also support children who are learning English as an additional language. The number of staff and/or volunteers on duty depends on the number of children booked into the scheme. The play scheme receives support from the local authority. It works very closely with the adjoining primary school and has good links with two secondary schools in the area.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children make good progress because the manager and her staff provide suitably stimulating and well resourced experiences for the children in a safe and caring inclusive environment. The play scheme has a good capacity to improve because the manager and her deputy are a strong and very experienced team who support their volunteers well. They evaluate the provision and the procedures, identifying areas where further improvements could be made.

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

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

- ensure that when children receive medication a second adult is a witness and signs the form as a record
- review all policies and procedures more regularly
- provide parents with information about the activities the children have experienced so that parents can talk to them about the activities at home

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

The play scheme is well led and managed so that it runs very smoothly and provides a calm, nurturing and friendly atmosphere for the children. The manager and her deputy are very experienced in supporting children with learning and physical difficulties and they share this expertise with their team of volunteers through a very thorough induction process so that the children are well supported and able to make good progress. All staff are very vigilant about the children's safety, wellbeing and security. The ratio of adults to children is extremely high so that adults can supervise the children closely, respond to their needs and develop good relationships with them. Doors are kept locked and the staff carry out thorough checks of the premises both inside and outdoors to ensure that the children cannot come to any harm. They have considered the possibility of any accidents, for example, when the children are taken to the local park, or when they are using the swimming pool and they have taken the necessary steps to keep the children safe. Parents are very confident that the manager is able to keep their children safe and to support their physical and emotional needs. Staff and volunteers are vetted appropriately and the manager shares relevant information with the team on a daily basis so that all adults know how to treat the children according to their particular needs. The manager and her deputy have specific responsibilities for the children's personal needs and for administering any first aid which is required. They also take responsibility for giving children their medication as requested by parents and they regularly check with parents that they are following the correct procedures, for example, by updating records of the times and doses. Occasionally only one adult signs the form to record that a child has been given medication and this is not witnessed by another adult, which means that an error could be made. The manager and her deputy have updated their training in safeguarding recently. They carry out fire drills so that the adults understand what to do in an emergency and can take the children to a safe place. All staff can refer to information about children's allergies. Self evaluation is good. The manager and deputy review all procedures regularly in committee meetings and make changes when they feel these would benefit the children and these reflect the needs of the children who attend the play scheme well. For example, they show how well the staff understand the way children may behave in certain situations. However, written policies are not reviewed frequently. Children who are learning English as an additional language are supported well, for example, with suitable resources to help them develop their vocabulary and the staff also use sign language to help them to communicate.

The play scheme works closely with the local authority, for example, when updating training in first aid and it has very good links with the primary school on the same site. Students from two local secondary schools are invited to volunteer. There are very good links with other agencies, such as physiotherapists, so that the adults understand how to give children the right support. The play scheme has good relationships with parents who feel that their children are happy and make good progress. They find the staff approachable, understanding and sensitive. They can talk to them about what their children have been doing during sessions when they collect them at the end of the session,

although, there is no list of the activities children have enjoyed each day which would enable the parents to talk to their children at home about these new experiences. Parents are reassured that the staff will support their children well because before they attend the play scheme parents are asked to provide detailed information about their children's medical and physical needs, what they like doing, what food they can eat and how independent they are.

The play scheme has responded well to the recommendations of the last inspection report and now has better procedures for assessing risks and carrying out first aid. There is a process in place so that parents could make a complaint if they wished to.

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

The children thoroughly enjoy their time at the play school because the adults provide exciting activities which help them to make choices, gain experiences and to develop new skills. For example, when they decorated base ball caps they could choose the types of pens and paints they wanted to use, the colours and the designs and adults encouraged and praised them for what they achieved. The children made bread and took this home to share with their families. The adults are good role models for the children, and they speak gently to them so that they gain confidence and self-esteem and learn to trust. The children persevere with activities such as puzzles and they relate well to one another, for example, when they are working on the computer to develop better coordination. The adults are very patient and they encourage the children to become more independent, for example, by finding their own lunch boxes and they set them new challenges based on observing what they have achieved already. The manager reflects on what arrangements suit the children best and has flexible arrangements for planning which adults work with each child throughout the day. This helps the children to develop trusting friendships with several adults and not to become too reliant on one person. The adults are sensitive to each child's needs and they treat them as individuals. The premises provide stimulating areas where children can develop their skills in all areas of learning, in a spacious hall, library, a sensory room and a soft play area. The children enjoy playing outdoors in an imaginative garden and playground, with a wide range of equipment such as swings and see saws which are suitable for their needs. They learn to climb, roll and to play with a ball and adults support them well so that they are completely safe. The children gain many new experiences from the wide range of visitors to the play scheme, for example, from the library, a science workshop, different musicians and small animals. They enjoy regular visits to the local park where they can play with their parachute and they use the school's indoor swimming pool. The children make good progress at the play scheme, particularly in their social development, because the staff provide interesting activities and are so concerned about their wellbeing and self worth.

## 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

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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