



## British Library Holiday Playscheme

Inspection report for early years provision

<b>Unique Reference Number</b>	512549
<b>Inspection date</b>	19 April 2006
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<b>Registered person</b>	British Library Holiday Playscheme
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

The British Library Holiday Play Scheme opened in 1985. It operates from a porta cabin building on the site of the British Library, in the village of Boston Spa, West Yorkshire. The play scheme serves children of the employees and contractors of the British Library. A maximum of 40 children may attend the provision at any one time. The play scheme opens five days a week during school holidays. Sessions are mornings, afternoons and full days. The play scheme is open from 08.30 till 17.00 hours. The children have access to a secure enclosed outdoor area.

There are currently 60 children aged from 4 to 11 years on roll.

The nursery employs eight staff.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is inadequate.

Children stay healthy because practitioners follow some current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, staff engage in good practice, such as wiping tables surfaces before children use them and have a suitable sickness policy in place that helps to prevent the spread of infection. This includes the collection of emergency contact numbers, which allows them to contact parents if their children become ill whilst in the setting. However, there is not staff member who is qualified in first-aid available at any time, the first aid kit is not fully stocked and not all the accident records are signed by parents. This lapse in meeting childcare regulations and requirements means that children are unable to access first aid treatment as required and some parents are unaware of their children's accidents and subsequent injuries. In addition to this, the storage of medication is not completely safe as children's medication is not clearly labelled, written permission from parents for children to self administer medication is not obtained and there is no system in place to record what medication has been administered. This means that children are unable to safely receive medication. Accommodation is clean and appropriately maintained. However, some of the toys children have access to are dirty and although staff check these for breakages there are no regular procedures in place to ensure their cleanliness.

Children are developing an appropriate awareness of health and hygiene through routines that are undertaken everyday and promote good practice. For example, they regularly wash their hands before they eat their food at meal times. Older children are confident in knowing that they need to wash their hands after using the toilet and know that germs can make them ill. However, although staff verbally remind younger children of the good practice required they do not always explain the reasons why it is important.

Children have good opportunities to enjoy outdoor play and physical activities. They have access to an attached outdoor area and are free to choose whether they play inside or outside during good weather. They are able to enjoy a suitable range of toys and equipment both inside and outside. For example, skipping ropes, football and basket ball equipment and large garden equipment, such as 'Connect Four'. Children have occasional opportunities to visit and enjoy local places of interest, which have larger and more challenging equipment. This allows them to have more space to run and engage in games that develop and promote physical skills, such as climbing and balancing. For example, they enjoy the playground equipment at Harewood House and participate in 'Ten Pin' bowling.

Children are well nourished through staff arranging for appropriate meals to be provided and prepared by British Library personnel. They are able to select from a

menu's offering healthy and nutritious foods, such as, jacket potatoes, tuna fish, a vegetarian option and a selection of fruit. Their individual dietary needs are successfully met and children have appropriate opportunities to learn about healthy eating through the range of fruit that is made available at all times within their own building. Children are confident and independent in accessing their drinks from a water dispenser.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is inadequate.

Staff do not conduct any risk assessments to ensure the premises, resources and all activities are safe for children to use. For example, documentation indicates that the electrical equipment is only checked every two years, there are no records made of visitors to the setting, volunteers who work with the children walk around with hot beverages in their hands and the outdoor play area is not fully secure in preventing unwelcome visitors. In addition, fire drills are not undertaken and the recommended ratio of one toilet to every ten children is not always met. This failure to implement health and safety procedures has serious consequences and means the premises is not always suitable for the numbers of children attending and that children are at risk from accidental injury.

Children are able to develop a good sense of belonging through the warm and welcoming accommodation. Most of the space and resources are appropriately and safely organised. For example, separate rooms are defined for art and craft and computer use, an area with cosy seating has been made where children can sit and relax as they watch television and toys and play materials are checked by staff as they are used and breakages are removed. As a result children can freely and safely access all the designated space and resources independently. Children have some opportunities to learn how to keep themselves safe. They are aware and familiar with sensible procedures to follow when being escorted to and from the setting. For example by forming lines and staying together when crossing the road.

Children's welfare is not suitably safeguarded. Although there are relevant policies, procedures and emergency contact numbers available in the setting staff have very little knowledge and understanding of child protection issues. For example, although they are confident in recognising a few signs and symptoms of abuse they have not completed any type of training and therefore have limited understanding of the procedures to follow if concerns are raised. For example, they only know they need to talk to line management or the committee. Staff are also not aware of the need to record any concerns or deal with allegations in the event of staff being accused. As a result children and staff are both left in a very vulnerable position.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Staff provide a good and stimulating range of play equipment and resources that reflect all areas of play. For example, children enjoy painting and engaging in model

making. They participate in table top games, such as snooker and table football, and they can access computer games and relax by reading books or watching television. They use their initiative appropriately and are all busy and independent in accessing an appropriate range of free and structured activities, which are set out before they arrive. Children are interested in their surroundings, they are happy and enjoy their time in the setting. They spend prolonged periods of time engaged in favourite activities, such as games of scrabble and favourite computer games that they can bring from home.

There are very trusting and friendly relationships between staff and children. Children are self-assured and confident in approaching staff and expressing views. For example, they confidently inform staff about wants and needs, such as preferring to sit alone when eating their lunch. Although staff demonstrate a caring sensitive respect for children and ensure that their physical needs are successfully met they give little support and direction to children in their play and learning. For example, the staff planning is very basic, consisting of a list of activities for each day. There are no aims or objectives indicated and no guidance to help practitioners put it into practice. In addition, not all staff engage in quality interaction, some staff just sit monitoring the children. For example, whilst they use the computer games, there is very little use of open-ended questions and encouragement with imaginary games. As a result the more able children are not sufficiently challenged.

### **Helping children make a positive contribution**

The provision is satisfactory.

Relationships with parents are friendly. They are made welcome in the setting and are encouraged to be involved in the children's care and learning by volunteering to work along staff when possible. Suitable information regarding the children is collected from parents, which helps them to feel secure and to settle in quickly. It also ensures children's individual and special needs are taken account of. However, not all records concerning the children are shared confidentially, the complaints policy does not reflect the current changes in legislation and there is not a key-worker system in place to promote good communication and consistency in children's care. Information on the setting is shared well. For example, the committee is in the process of setting up a 'Web-site' in addition to the policies, procedures and photographs of children's work and activities being displayed around the setting. Daily verbal communication with parents also helps to keep parents informed on their children's development and in turn promotes continuity in the children's care.

Children are able to develop an appropriate sense of belonging in the community. They have opportunities to learn about the local environment through planned trips that take place during the play scheme, such as visiting the cinema, a bowling centre and places of interest, such as Harewood House. They gain some awareness of the diversity of the world through a suitable range of resources. For example, they have access to cultural dolls, role play equipment, 'small-world' toys, puzzles and books that reflect positive images of cultures and disabilities. However, the staff only currently plan activities that create awareness of festivals and religions that fall during the duration of the play scheme. For example, they decorate Easter eggs during the

Easter break. This in turn limits the children's knowledge and understanding of the wider world and the valuing of other people.

Children are all involved, fully included and have access to appropriate toys and equipment. They are able to make individual choices and be independent. For example, with their personal needs and in their choice of activities and areas in which they play. Staff have effective, age-appropriate behaviour management strategies for promoting and dealing with appropriate and inappropriate behaviour. For example, they calmly and sensitively talk to children if their behaviour is not acceptable and have implemented systems that invite children to be responsible and work co-operatively together. For example, children are aware they need to put their names on waiting lists to use certain equipment. As a result, children behave well, are learning to work harmoniously with others and are developing a good understanding of right and wrong.

## **Organisation**

The organisation is inadequate.

Procedures which ensure that staff are appropriately recruited do not currently reflect all the recent changes in legislation. For example, although all present staff have all undergone appropriate criminal record checks, there are no systems in place to ensure any staff other than the registered person and manager are fit and healthy and staff are employed without the necessary qualifications and experience. For example, the person in charge of the day-to-day care does not hold a 'level three' qualification, there is no qualified deputy in place and at least half the staff do not hold a 'level two' qualification. They therefore have insecure knowledge and understanding of good quality childcare and learning and are unable to fully support and promote children in developing to their potential.

Although the required adult-child ratios are upheld there are no records maintained regarding staff attendance. In addition to this, the induction system is weak and staff are unaware of the written policies and procedures to follow and unsure of their individual roles and responsibilities. This results in serious inconsistencies occurring in keeping the children safe and healthy.

Most of the registered space and resources are appropriately organised, which allows the children to develop and extend their own learning. Overall, time is appropriately used, with routines in place that help children feel secure. However, not all the necessary documentation is appropriately maintained or held. The registered person and practitioners has some regard for the well-being of all children. For example, the majority of concerns raised at the previous inspection have been addressed.

The provision does not meet the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

Since the last inspection staff have taken some positive steps to improve children's safety. For example, they have devised basic policies and procedures on child protection, making complaints, recording incidents of physical intervention or restraint and dealing with issues, such as if a child is lost or not collected by parents. However, some of these need to be extended further to promote all areas of safety and these need to be shared with staff. Staff have also devised a written policy to ensure children have equality of opportunity and they actively promote anti-discriminative practice. However, they have not yet conducted a risk assessment of the premises or activities undertaken to reduce the risks to children's health and safety.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since April 2004.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure a member of staff who is qualified in first aid is available at all times, that the first aid kit is appropriately stocked and there are systems in place for ensuring it is replenished as required
- ensure there are systems in place to obtain prior written permission from parents for the children to self-administer medication, that written records are held of medication when they have been administered and medication that is stored is clearly labelled
- ensure accident records are confidentially maintained and signed by parents at all times
- ensure a risk assessment of the premises and activities is conducted and action plan with timescales identifies actions to be taken to minimise the identified risks, and ensure this is reviewed if there is a significant change

- ensure the physical environment is suitable for its purpose, with regard to appropriate toilet facilities being available at all times
- ensure all staff are aware of child protection procedures and are able to implement the policies and procedures in the absence of the designated member of staff
- ensure that there are effective recruitment and vetting procedures in place for checking that staff are suitable to work with children
- ensure staff have the required qualifications and experiences, with regard to the person in charge of the day-to-day care, the deputy and fifty percent of the staff holding a relevant level two qualification
- ensure Ofsted is notified of the changes to the setting, with regard to the committee members and the person in charge of day-to-day care.

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)