



Moss Hall Playscheme

Inspection report for early years provision

Unique Reference Number	147588
Inspection date	11 May 2006
Inspector	Carol Brown
Setting Address	Moss Hall School, Moss Hall Grove, Finchley, London, N12 8PE
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Registered person	Moss Hall Playscheme
Type of inspection	Childcare
Type of care	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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Moss Hall after school club and holiday play scheme have been registered since 1994 and operate from the school hall at Moss Hall Infant School. The provision is situated in the Finchley area of the London borough of Barnet. The group caters for the needs of children aged 4 to 12 years, who attend the school.

A maximum of 30 children under 8 years may attend the setting at any one time; of these 4 may be under 5 years; and of these 0 may be under 4 years. The after school club operates between 15:45 until 17:45 during term time. The holiday play scheme operates between the hours of 09:00 until 16:45 during four weeks of the

summer holidays, Easter and half term holidays, with the exception of Christmas. There are currently 250 children on roll between the age of 4 to 12 years old. The provision supports a number of children with special needs and those who speak English as an additional language.

The provision employs seven staff. Six staff including the manager hold appropriate early years qualifications

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a varied range of activities, which contribute to their good health. This includes daily outdoor activities to enhance their physical development. Outdoor play equipment and games provide children with sufficient challenge to develop gross motor skills, for example, ball games and hula hoops. Children are able to make choices regarding indoor or outdoor activities, which are supported by the staff.

Children are well-protected as all of the staff are trained in first aid techniques. Therefore ensuring that children receive appropriate care and attention in the event of an accident. The staff are able to demonstrate a clear understanding of the procedures to be followed if a child becomes unwell. There are effective procedures in place to record medication, which include written parental consent. Some of the older children, who suffer from asthma are supported by the staff to recognise when they need their medication and to administer it for themselves.

Children are cared for in a clean environment and are encouraged to develop an understanding of good hygiene practices. For example, children learn the importance of good personal hygiene and understand why they need to wash their hands after visiting the toilet.

The children understand the importance of healthy eating through the provision of healthy and nutritious snacks, which includes fresh seasonal fruit and vegetables. Fresh drinking water and juice is available at all times and children confidently help themselves. This encourages children to think about their personal needs. Children are aware of their own dietary requirements. For example, they know what foods they must avoid to prevent allergic reactions.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. They are able to move around safely and independently, as a result of thorough risk assessments and the supervision of the staff. Resources and play equipment are safe, well organised and afford children easy access. The children are encouraged to tidy toys away at the end of the session and are reminded not to access unauthorised areas within the school. Children are learning to safely evacuate the premises as fire drills are

conducted on a regular basis.

There are effective procedures in place for the safe arrival and collection of children. For example, the children are collected from the school by the staff and are only released into the care of a known adult. Children are supervised closely when playing outside.

Children are well protected. The staff have a good understanding of the physical and emotional signs, which could indicate to child protection issues, and the appropriate procedures to follow to record and report any concerns. Children are further protected as unknown adults entering the premises are challenged by staff as to the reason for their presence.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and settled within the setting. They greet each other and the staff on arrival. Children are obviously familiar with the routines. For example, they have their snack on arrival before choosing an activity and they help staff to tidy up at the end of the session. The children have access to a varied and stimulating range of age appropriate activities and resources both indoors and outside, which enables them to develop their relationships with their peers, and practice their skills. For example decorating biscuits, cooking, play dough, construction, home area, football and skipping. Activities and play materials are set out before the children arrive; however, they are able to request alternative activities, in the knowledge that the staff respond to reasonable requests. The staff listen to the children's thoughts and suggestions and children are encouraged to share their ideas.

The children are building positive relationships with each other and staff and they actively seek support from staff and engage them in play. The staff are aware of the importance of allowing groups of children the freedom to play without adult intervention.

Children are happy to talk about their experiences at the provision and activities they particularly enjoy. For example, "I really enjoy craft activities" and "My favourite is spending time with my friends and playing football". The staff are aware of the particular needs of individual children and are able to provide one to one support as and when needed.

Helping children make a positive contribution

The provision is good.

Children are provided with a reasonable range of resources and activities, which helps them to develop their knowledge and understanding of the wider community. For example, they have access to cultural costumes, dual language books, dolls from various ethnic backgrounds and cooking utensils. They are respected and valued as individuals. The provision supports a number of children, who have English as an

additional language.

The setting actively promotes the inclusion with special needs and receives support from the Inclusive Play Opportunities Project and Barnet Play Association. There are several children with identified special needs who attend the provision. The premises have facilities to support the inclusion of children with mobility difficulties. For example, lifts and appropriate toilet facilities. The staff have developed their knowledge and understanding as they have attended various training programmes to support the children, these include Makaton signing and challenging behaviour.

Children's behaviour is good, this is as a result of the staff having developed positive strategies to manage behaviour, which take into account children's age, level of understanding and maturity. The children are able to talk openly about their views and feelings. They are supportive of each other and are aware of the need to show concern and respect for the feelings of others.

Relationships with parents are friendly and supportive. Parents are welcomed into the setting and the staff spend time advising them of their child's progress. Parents provide staff with relevant information to enable staff to provide appropriate care. For example, their child's health and dietary requirements. Several parents were interviewed and all expressed their satisfaction at the level of care provided and the fact that staff are friendly and approachable. Comments made included "The staff are kind and show genuine care for the children", "I've nothing but gratitude and adoration for the staff, the children really enjoy themselves here" and "I get told off by my children if I come to collect them too early". Parents interviewed stated that they are aware of the complaints procedure.

Organisation

The organisation is good.

The setting meet the needs of the children for whom it provides. Children feel secure within a well-organised environment. They are confident to make demands on the staff, in the knowledge that their needs will be appropriately met. Parents are provided with comprehensive information relating to the services provided and are given daily verbal reports on their child's progress. Policies and procedures are used effectively. Children's care and development is supported through the staff's commitment to on-going training, including child protection and inclusion. Comprehensive systems are in place to keep children safe and enable them to make progress.

Improvements since the last inspection

Since the previous inspection the provision has ensured that all low level glass is now toughened safety glass and fire exits are free from obstruction. These improvements have had a positive effect on the children's safety within the setting.

Complaints since the last inspection

There have been no complaints made to Ofsted since the since 1 April 2004. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints 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 good. The registered person meets 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 further the registered person should take account of the following recommendation(s):

- continue to develop resources and play materials which present positive images of society

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