

# Leominster Play Scheme

Inspection report for early years provision

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**Unique reference number**

EY356529

**Inspection date**

04/12/2010

**Inspector**

Parm Sansoyer

**Setting address**

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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).

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**

Leominster Play Scheme is a registered charity run by a management committee and was registered by Ofsted in 2007. It organises care for children with special educational needs and/or disabilities and their siblings. The group has access to the main hall, three classrooms, kitchen, toilets, changing facilities and a small reception area. Outside play facilities are provided in several enclosed areas, comprising of both grassed and tarmac surfaces. The scheme serves the local and wider communities in Herefordshire and Shropshire.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for 30 children from three years to under eight years. Children over eight years of age can also attend the setting. Currently there are 39 children on roll, of these, two are in the early years age group and eight are under eight years. Most of the children attending have special educational needs and/or disabilities. The setting opens on Mondays and Tuesdays during the school summer holidays and on one Saturday per month (dates vary), during the school term. Sessions last from 10.30am to 3.00pm.

Two permanent staff members work with the children, of which one holds a qualification at level three in childcare and the other a playwork qualification at level three. Additional staff are deployed from within the Marches Family Network Organisation, as and when required. Over half of the staff have relevant qualifications and most are experienced. Volunteers are all required to complete 'in-house' training prior to working with the children. The scheme receives support from an area inclusion officer, health visitors, specialist social workers and Herefordshire Council.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children enjoy their time at the setting and access an appropriate range of resources to support their learning and development. Systems to further incorporate a broader range of experiences are developing. Staff provide an environment where all children are included and valued. There are satisfactory procedures in place to ensure all children are kept safe and the majority of staff have an up to date knowledge and understanding of safeguarding issues. Partnerships with parents and carers and other agencies are satisfactory and help to meet the children's individual needs. The developing self-evaluation system identifies some of the strengths and areas for improvement; consequently, the setting is able to improve in the future.

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

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

- plan more effectively around the six areas of learning to offer children a broader range of activities and experiences to further extend their learning and play
- ensure all staff have an up-to-date understanding of safeguarding children issues
- develop further the systems for continued self-evaluation to support quality and extend practice and improve outcomes for children.

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

There are appropriate written policies and procedures in place in relation to safeguarding children and there is a relevant designated member of staff with overall responsibility. The two key members of staff clearly understand their role and responsibilities in relation to safeguarding children. Most of the other staff involved with the care of children have a satisfactory understanding of child protection issues. However, some assistants who are also involved in the care of the children and a new member of staff have a developing knowledge of child protection issues. There are appropriate systems in place to ensure all staff, including assistants having contact with children, are vetted and suitable to do so. Children are kept safe because staff supervise the children well and follow appropriate health and safety procedures. Written risk assessments of the environment indoors, outdoors and for any outings undertaken are maintained to help minimise risks to children.

Partnerships with parents and carers and other settings and agencies are satisfactory. Parents receive sufficient information about the early years provision and its policies. They are kept appropriately up to date through regular discussions and newsletters about their children's time at the scheme and forthcoming events. Links with the school, parents and other agencies involved in the care of children helps promote continuity of care.

Staff have a sound knowledge of the Practice Guidance for the Early Years Foundation Stage. They use a reasonable range of methods and appropriate resources to provide sufficient activities and experiences to meet children's needs. The hall and rooms are prepared daily with a suitable range of activities on offer for children to choose from and they are kept interested and engaged. However, planning does not fully incorporate the six areas of learning to offer a broad range of activities and experiences to further extend children's learning and play. They provide an environment which reflects the children's backgrounds and some sections of the wider community and there are effective systems in place to ensure children with special educational needs and/or disabilities are included. Each child is assigned a key person during the session and there are effective systems in place to obtain information about the children's care needs and preferences. This enables staff and volunteers to help meet the children's care needs.

Since the last inspection the scheme has experienced a number of changes in relation to staff and twice a change to the person in charge. Currently, there is an

acting person in charge and deputy, who are both experienced and appropriately qualified. Managers and leaders are motivated to seek improvement and are now focussing their efforts on identifying priorities for improvement. Self-evaluation is based on appropriate levels of monitoring and analysis but the focus on some areas is sometimes uneven, leading to an incomplete picture of areas to develop further.

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

Children's personal, social and emotional development is supported. They are greeted by friendly staff who help them to settle into the session. Children decide how to invest their curiosity and mostly engage in spontaneous play. They show appropriate levels of interest in their chosen activities and begin to develop close relationships, which are warm and caring and help promote a sense of belonging.

Many children freely interact with one another and staff engage them well by playing alongside them. Lunchtime is a relaxed, sociable occasion where children share their stories and interests. Many are keen to find an adult to explain their ideas. Children are beginning to problem solve, make connections, count, sort and match as they build with construction toys, use puzzles and games. Children enjoy regular opportunities to freely colour and draw at the table and have access to some books, which are made easily accessible. Children regularly enjoy first hand experiences, such as making soup, baking cakes, preparing salads and baking bread, which gives them practical opportunities to count, weigh and question why things happen.

Children develop their creativity through a planned range of arts and craft activities often linked to themed activities, such as festivals, topics and the seasons. Opportunities are provided for them to freely use the paint, dough and corn-flour mix which engages their curiosity to explore texture. Children use role play resources and small world toys, like garages, cars, animals, dolls and dressing-up clothes to increase their imagination. They learn about the natural world, for example, they have been growing cress and flowers and are learning about the importance of caring for them to keep them alive. They are provided with some experiences to learn about others cultures and the wider community. For example, children have been learning about Chinese New Year through discussion, food tasting and planned craft activities.

There are appropriate hygiene practices in place to prevent the spread of infection. Parents provide the children's packed lunches, which are stored appropriately. Children learn about the benefits of exercise and enjoy appropriate opportunities for physical activity indoors and outdoors. They are encouraged to learn and practise a sequence of movements led by staff and increase their confidence as they use the 'soft play' equipment. They learn to keep themselves safe through gentle reminders from the staff. They know which part of the building they can access and begin to understand that certain rules are in place for their safety. Children are learning to behave well, join in and make friends, which are skills that satisfactorily help contribute towards their future learning.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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