

Chanctonbury Sports and Leisure

Inspection report for early years provision

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Inspector

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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

Chantonbury Leisure Centre Play Scheme opened in 1998 and operates from the leisure centre in Storrington. A maximum of 90 children may attend at any one time. The play scheme is open each weekday from 8.30am to 5pm, Monday through to Friday throughout the school holidays. All children share access to an outdoor play area.

There are currently 40 children aged from five to under eight years on roll. The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. Children attend from the local and surrounding area. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are currently 13 staff working with the children. Of the staff team, five members hold relevant early years qualifications and the rest are unqualified. The staff team works various days depending on the number of children attending.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children enjoy attending the provision and experience a suitable range of interesting activities, indoors and outdoors. Staff create positive partnerships with parents and this helps children feel secure and comfortable at the setting. The issues identified for improvement in the last inspection have been tackled reasonably well. The setting has a suitable awareness of where weaknesses in the provision exist and are committed to take improvement plans forward.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure parental permission is requested, at the time of the admission to the provision, to the seeking of any necessary medical advice or treatment in the future (Safeguarding and promoting children's Welfare) 10/03/2011

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

- increase the quantity and accessibility of equipment and resources that promote equality of opportunity and anti-discriminatory practice
- develop systems to provide a wider range of healthy and nutritious snacks for children

- assign each child a key person for children in the Early Years Foundation Stage to ensure their individual learning needs are effectively supported.

The effectiveness of leadership and management of the early years provision

Children are cared for by this newly established, suitably qualified and experienced staff team who meets their needs appropriately. They are generally protected because clear procedures relating to their overall health, safety and welfare are effectively put into practice. Staff are suitably deployed and appropriate practical precautions are taken to protect children. There is a system in place to assess potential risks and basic safety checks are carried out prior to children's arrival. The overall welfare of children is positively safeguarded. Staff are well informed about their role and responsibility in protecting children from possible abuse and have clear, up-to-date procedures to follow. Effective recruitment procedures with careful checking of staff for their suitability to work with children are an added safeguard. Most staff hold valid first aid certificates which means they are well prepared in the event of any emergency. The failure, however, to obtain written permission to seek emergency medical advice for children could potentially delay treatment. This is a breach of a specific legal requirement. The playscheme is part of a sports and leisure centre; staff are vigilant and do not permit anyone to have unsupervised contact with the children. For example, children are escorted when they use the toilets in large groups and are supervised by a staff member when using the toilet close to the main hall.

Parents collecting their children receive a friendly welcome and receive basic written information about the out of school service. They benefit from the positive relationships with staff to assist with the exchange of information at the end of each session. However, the key worker system for each child in the early years age range is not in place. This is particularly important in promoting a smooth settling in period and ensuring the individual needs of younger children are fully taken into account. The setting shows a commitment to developing their service and have addressed most of the recommendations made at the last inspection. Systems are in place to self-assess the service which is ongoing and developing. Discussions with parents reveal that they are happy with the service offered.

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

Staff participate fully in child-led activities and show a keen interest in children's learning and development. For example, they extend children's learning by asking questions that make them think and encourage their creativity. Children are provided with a suitable range of toys and resources. The main aim of the playscheme is focused around children's physical play and creativity. They offer a range of set activities each day including: gymnastics, dodge ball, trampolining and cooking. In addition, children can access various games, puzzles, construction and imaginative play. They have great fun as they build dens using the soft blocks.

Children enjoy being creative; they are able to engage in role-play and musical activities. They develop their free creative expression as they use a variety of paint, collage and drawing materials. Children use salt dough or modeling clay to create medallions or other elaborate designs. They have good opportunities to develop their counting skills while using games and puzzles.

Children cultivate friendships and have positive relationships with staff. They work well independently, and in small and larger groups. There are clear, suitable expectations for behaviour. Older children behave in a responsible way towards children in the early years age group who are currently in the minority. They are encouraged to avoid overly boisterous play and show consideration towards those more vulnerable than themselves. Staff members praise children's achievements to raise their self-esteem and confidence.

The staff team understands the importance of helping children to develop a strong identity and feel good about themselves, their family and others. As a result, children gain self-assurance and confidence. However, few of the toys and resources reflect positive images of a variety of cultures, disabilities and special educational needs within society, limiting children's awareness and understanding. Hygiene practice is of an acceptable standard. Children bring their own packed lunches and staff remind children about the importance of hand washing. Children sit together at lunchtime which is a social event and staff are aware that there are children with allergies in attendance. At snack time children are offered a piece of fruit or a biscuit, children's preferred choice is the sweeter option which does not always promote healthy eating habits.

Children are happy to approach staff and talk to them about what they have been doing and to request new games or activities. Children play in safety and learn to behave in safe ways. They move around carefully and pay attention when staff tell them to be careful while playing basketball. Children have some good opportunities to extend themselves physically. They enjoy prolonged periods in the open air and all children confidently initiate their own lively and energetic free play. Younger children practise their balancing and coordination skills using a good selection of equipment and also enthusiastically take part in ball and racquet games.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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