

# Challengers Guildford

Inspection report for early years provision

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**Inspection date** 12/04/2011  
**Inspector** Catherine Greenwood

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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**

Challengers Guildford is the headquarters of Disability Challengers who run a chain of play and leisure schemes for young disabled people across Surrey, Berkshire and Hampshire. It supports children with special educational needs and/or disabilities. Guildford Challengers registered in 1992 and is registered on the Early Years Register as well as the compulsory and voluntary part of the Childcare Register to provide care for a maximum of 30 children aged two to eight years at any one time. There are currently three children on roll in the early years. Children aged over eight years also attend. The group is also registered to provide overnight care for a maximum of 10 children. It operates from an easily assessable single storey building situated at the east end of Stoke Park in Guildford, Surrey. The main areas used by children are a large playroom, and additional rooms, including an art room, kitchen/cookery room and fully equipped sensory room. Children also have access to an enclosed outdoor play area with a large play structure and grassed area. There is also a paddling pool and a room that provides facilities for quieter activities.

Challengers opens for 50 weeks of the year, seven days a week during term time and all school holidays. The after school club operates between 3.30pm and 6.00pm and on Saturdays, during school holidays from 9.30am to 4.00pm and on Sunday, for family sessions, from 10.30am to 3.00pm. School visit's and parent and toddler groups are also timetabled throughout the week. Overall, the setting employs 16 staff including the manager and deputy manager, of whom 14 are part-time. Of these, four have early years qualifications in play-work, and are available to meet the required child/staff ratios. The setting receives support from the local authority.

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

Overall the quality of the provision is outstanding.

The high level of staff motivation, combined with their energy and ability to meet children's individual needs, are key strengths of the provision. The settings ethos for children to be happy and have fun, is successfully achieved in practice. Since the last inspection, all recommendations have been met and the provision has achieved a 'Play England Quality assurance scheme award. Consequently, staff have developed a more reflective approach to their practice. They consistently evaluate children's individual needs and the success of activities at daily de-briefing sessions and at termly staff meetings, and make adaptations and improvements to improve most outcomes for children in the provision.

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

To further improve the high quality early years provision the registered person

should consider:

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Children's welfare is fully safeguarded. All staff receive in-house child protection training and have an excellent knowledge of the procedures to follow. They also have a good awareness of how children can be injured through not always knowing about their own safety and the importance of asking parents about any existing injuries. Comprehensive risk assessments and the one to one support provided for some children, throughout each session, ensures their safety and well-being. An exceptional range of resources are available that meet children's individual needs, particularly in relation to the high quality outdoor and indoor equipment for physical play. Children benefit from an adjacent field, which is used for football, a two day summer camp, picnics and parachute games. Staff work extremely well as a team to meet children's individual needs.

Staff and parents are sent annual questionnaires, which feed into the organisations annual reviews. Staff constantly look at ways to improve during training sessions, before every holiday scheme, with particular emphasis on communication with parents. However, systems used for self-evaluation do not enable staff to regularly discuss and share the main strengths and weaknesses of the individual provision. All children are fully included. For example, staff sit on large bikes with children who are not fully mobile and ride around the garden asking them what they can see. They are very observant of children who require less one to one support and often join them during their play to encourage interaction and communication.

Staff work with professionals, for example, local and community health services, to ensure they are trained in meeting children's individual needs, such as procedures for feeding at mealtimes. Details of other provision that children attend is obtained and recorded on children's information sheets. Parents are asked for copies of children's school reports, which establishes a consistent approach to meeting children's individual needs and care and provides a more informed insight into their achievements and behaviour in other settings. Parents are invited to meetings to talk about any concerns and give feedback so the provision can act appropriately. Daily communication with parents is excellent. Parents are very happy with the provision and make extremely positive comments, such as, 'staff are so energetic and positive and it is a very happy environment, where my child has fun without any restrictions' and 'the provision lights up my child's world and without it they have nothing'.

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

Staff demonstrate an excellent understanding of how to promote children's learning and development and have an extremely patient and supportive approach in helping children achieve their aims. Their positive interaction, significantly contributes to children's enjoyment and achievement. There is great emphasis on children having fun. Staff are skilled at knowing when to intervene in children's play and when to provide support. Consequently, children develop their concentration and ability to persist with using resources. Staff mirror children's excitement and introduce games such as hide and seek, chase, and 'piggy back'.

Staff have an excellent knowledge of children's individual needs and plans for activities. This is successfully achieved through staff de-briefing sessions at the beginning and end of each day, when children are not present. Discussions include information about the level of supervision and support that is needed for each child, medication, behaviour to be aware of that is related to health needs, children's allergies in relation to cooking activities, and reminders for hygiene practice. Children's information sheets include detailed information from parents about children's individual needs and behaviour. Cards with observations of children's play are used to inform and update this information. As a result, children's individual needs are extremely well met.

Children are extremely happy and settled. They show great enjoyment as choose to use the excellent range of resource's and form close relationships with staff, which can be seen as they openly share hugs and affection.

Children's personal and health needs are exceptionally well known and met, which significantly contributes to their feeling of security. Staff communication with children is extremely good. This can be seen as they adapt the way they interact with children through demonstrative play, signing, making animated noises, and physical contact, related to children's individual abilities and needs. They maintain eye contact as they talk with children during their play and their extremely positive and enthusiastic approach successfully promotes children's ability to communicate and express their feelings. Care is adapted to meet children's individual health and physical needs. Staff have a good knowledge of children's individual dietary needs, which includes specialized feeding for some children. They have a good knowledge of the different methods that are used to manage children's behaviour, according to their individual needs and level of understanding and use positive reinforcement to obtain children's co-operation, for example, when asking them to use the toilet.

Children have excellent opportunities to develop their senses and talk about what they see, hear and feel, for example, as they use an exceptionally well equipped sensory room. Their interest in listening to stories is fully promoted, as staff read to them individually and push their wheelchairs near to the book area, so they can choose their own books. Many children enjoy physical activity, which can be seen as they shout with excitement as they climb on different leve's within a soft play area. Children experiment with musical instruments, for example, as they play an electric keyboard and enjoy banging drums. Music work shop sessions, include song and playing musical instruments. Children handle a range of creative media,

such as, paint, glue and glitter, for example, as they make octopus for an underwater theme and use spades to dig sand and fill containers. Staff fully promote children's physical and emotional health and well-being. The excellent amount of space and staff teamwork, provides children with the opportunity to choose to be outdoors, with freedom to explore and be physically active. Excellent supervision and one to one care, fully supports personalised learning for all children and successfully achieves their inclusion. Children feel safe, because they are provided with continuity of care that enables them to identify with keypersons and develop positive relationships.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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