

# Maple Cross and West Hyde Playscheme

Inspection report for early years provision

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<b>Unique reference number</b>	EY413138
<b>Inspection date</b>	20/04/2011
<b>Inspector</b>	Fiona Robinson

<b>Setting address</b>	Maple Cross Junior Middle & Infant School, Denham Way, Maple Cross, RICKMANSWORTH, Hertfordshire, WD3 9SS
<b>Telephone number</b>	01923773189
<b>Email</b>	head@maplecross.hertscc.sch.uk
<b>Type of setting</b>	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

Maple Cross and West Hyde Play Scheme registered in 2010 and is one of several Three Rivers holiday play schemes. It operates from Maple Cross Junior Middle & Infant School in Rickmansworth, Hertfordshire. The play scheme has use of the lobby areas, hall, dining area, rooms within the school and toilets. All children share access to an enclosed outdoor play area and the school field.

The play scheme is open for three weeks during the summer holidays and also runs during the Easter holidays. It is open from 9am to 4pm, Monday to Friday. Children come from the local area and attend for a variety of the sessions on offer. A maximum of 24 children aged between four and 12 years may attend at any one time. Currently there are 28 children on roll, of whom three are in the early years age group. The play scheme is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

There are seven members of staff who work with the children, one of whom holds an Early Years Foundation degree; two hold National Vocational Qualifications (NVQs) at level 3, one of whom also holds a teaching qualification; two hold NVQs at level 2; and two members of staff are in their final year of a Postgraduate Certificate in Education (PGCE).

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children achieve well because they are included equally in interesting and well organised activities. They enjoy indoor and outdoor play and staff take into account their individual needs and interests. Children's safety is given a high priority. There are excellent links with parents and carers and the host school, and information is shared very effectively. The manager and staff clearly identify where their strengths and areas for development lie, such as developing resources in technology. The team demonstrate a good commitment to continued improvement.

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

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

- develop the use of information and communication technology and programmable toys in activities to further support children's learning
- develop ways of recording children's achievements and progress.

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

Children's safety is protected very well because comprehensive policies and procedures are fully implemented. Risk assessments are carried out daily to keep children safe and secure. They are supervised very well indoors and outdoors. Staff have an excellent understanding of their responsibilities to ensure children's safety and there are rigorous systems for staff and parents to follow when children arrive at and leave the play scheme. Staff use a good range of equipment that is safe and suitable for the age of those who attend. There are robust systems in place for staff recruitment and vetting to check the suitability of those having contact with the children. Fire evacuation procedures are practised regularly to familiarise staff and children with the routine. Staff work hard to maintain a very safe and secure environment.

The play scheme is well led and managed. Staff meet regularly to share planning and evaluate the activities. They value the views of parents and children and take these into consideration when identifying areas for improvement. There are good self-evaluation systems in place which ensure that improvements have a positive impact on children's experiences. Staff clearly identify what works well and outline areas for development, for example widening the use of resources, such as the digital camera. Staff are beginning to develop ways of assessing the achievement and progress of the youngest children. They work hard to build on their existing qualifications and attend training opportunities to enhance their knowledge and expertise. They make imaginative use of a good range of resources to meet most of the needs of the children. Activities are regularly monitored and realistic targets are set for the children. Staff actively promote equality and diversity and ensure children are integrated into activities, such as assisting them when toasting marshmallows on the camp fire.

Partnerships with parents and carers are outstanding. They say that staff are very caring, approachable and supportive and their children really enjoy a wide range of fun-filled activities. They receive comprehensive information about forthcoming activities and events through newsletters, the website, informal discussions and the parents' notice board. They are kept very well informed of their children's daily experiences and achievements. Key staff share information well through discussion and show great care and sensitivity towards children with special educational needs and/or disabilities. Partnerships with the host school and outside agencies are excellent. The play scheme benefits from the use of well maintained premises and a wonderful outdoor environment. Information is shared very effectively with the host school and parents and carers about holiday activities.

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

Play is well planned and organised in the indoor and outdoor environments. Staff involve children well in the choice of activities and value their contributions. They

maintain a positive, interesting and exciting environment. Resources are well organised and there is effective use of topics, such as Carnival, Around the World and Cartoons to enrich the children's learning. They are also keen to play and explore in the outdoor environment. Children achieve well because activities are well planned, organised and resourced. Staff are refining systems for recording the experiences of the youngest children to enable them to pinpoint their next steps in learning more easily.

Children are polite and well behaved and share their resources sensibly as they build dens and paint pictures. They have fostered warm and friendly relationships with the staff, who are very good role models. They are encouraged to be independent in their activities, for example they make their own toast at snack time and water the vegetables in the outdoor garden. They cooperate well when they play dodge ball and helped to contribute towards the rules and boundaries of the play scheme.

Children develop an excellent understanding of keeping healthy and safe. They understand how to make healthy choices at snack time and demonstrate how to use equipment safely as they prepare fruit kebabs, pizzas with healthy toppings and smoothies. Their physical skills are developed very well as they play football, climb trees and balance carefully on the activity trail. Staff use a wide range of activities to promote the benefits of healthy eating and taking exercise. Children benefit from talks on safety from the fire and police services and have an outstanding appreciation of safety as staff regularly talk to them about how to avoid hazards and cross the road sensibly.

Children are keen to attend the play scheme. Staff promote their independence skills well, especially in the woodland environment and outdoor area. Children enjoy going on bug hunts and camping outdoors. They benefit from visits from a Brazilian football coach and a cartoonist. They cooperate well with one another as they practise their football skills and play team games. Opportunities to use the computer are welcomed; however children make limited use of the digital camera to record their experiences. This impacts on the development of these skills. Their communication, language and literacy skills are developed well as they talk around the camp fire and read books. They enjoy learning about other lifestyles, customs and cultures. They are included equally in activities, such as food tasting experiences as they learn about Turkey, Spain and the United States of America. Their creative skills are developed well as they make rockets, stars and planets for their topic on Space. Children enjoy practising their African drumming skills and rehearse dances to perform for one another. They skilfully draw cartoon characters and enjoy playing tabletop games. Overall, children are prepared well for future learning experiences.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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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