

Woodpeckers at Brune Park Holiday Playscheme

Inspection report for early years provision

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Inspector	Fiona Robinson
Setting address	Brune Park Community School, Military Road, Gosport, Hampshire, PO12 3BU
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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*.

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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

Woodpeckers at Brune Park Holiday Care registered as an out of school provision in 2004. It is located in Brune Park Community School in Gosport, Hampshire and is part of Woodpeckers Childcare Ltd. There is ramped disability access to the building. All children have access to an enclosed outdoor play area and field. The playscheme supports children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

A maximum of 60 children aged between four and eight years of age may attend the playscheme at any one time, of whom no more than 60 may be in the early years age group. It also accepts children up to the age of 16 years. There are currently 288 children on roll, of whom 19 are in the early years age range. A full day is offered during school holidays and the playscheme is open from 7.30am to 6pm, Monday to Friday. Children attend from the surrounding areas and for a variety of the sessions on offer.

The playscheme employs 20 staff who work with the children. Of these, one holds a National Vocational Qualification (NVQ) at level 4; five hold level 3; three hold level 2; a further three members of staff are working towards level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children behave very well and all are included exceptionally well in a wide range of interesting, well-organised activities. There are excellent links with parents and carers, and the host school. Staff are very skilled at increasing children's understanding of the benefits of keeping healthy and physically fit. Children are keen to attend the playscheme and achieve well. The manager and staff have a good knowledge of the playscheme's strengths and areas for improvement, such as the need to develop resources in technology. They demonstrate a good commitment to and capacity for continuous 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 technology in activities
- develop systems for recording the achievements of the youngest children.

The effectiveness of leadership and management of the early years provision

Children's safety is protected well because staff have a very good understanding of safeguarding and child-protection issues. They ensure that children are kept

safe through rigorous implementation of a comprehensive range of safeguarding policies and procedures. Risk assessments are carried out regularly indoors and outdoors to ensure the safety of these environments. Staff are deployed effectively to ensure children's safety. There are robust systems in place for the recruitment and vetting of staff who work with the children. Parents and carers have a secure knowledge of the rigorous procedures in place for the collection of children. Fire-evacuation procedures are practised regularly so that staff and children are familiar with the routine.

The playscheme is well-led and managed. Good progress has been made in addressing the recommendations from the previous inspection. Staff clearly identify what works well and outline areas for development, such as the need to continuing to refine the systems for recording the children's experiences and achievements. Children have access to a good range of resources that are safe and suitable for their age but planning shows that opportunities for children to use technology, such as digital cameras and computers are not fully exploited. Good self-evaluation systems ensure that improvements in provision have a positive impact on the children's experiences. Staff actively promote equality and diversity and ensure children are fully integrated into all activities. Children of all abilities and backgrounds gain much enjoyment from painting designs on their Easter eggs and swimming. Staff work well together and regularly attend training opportunities to enhance their experiences and expertise.

Partnerships with parents and carers are outstanding. Staff share information very effectively with them through informal discussions, comprehensive newsletters and the parents' notice board. The manager and staff value the views of parents and carers, and children. They take these into consideration when identifying priorities for improvement. Parents and carers say that their children enjoy the activities and the staff are very caring and approachable. They are kept very well-informed of their children's daily experiences and special events and activities. There are excellent links with the host school and the playscheme benefits from the use of its excellent sporting facilities, including the gymnasiums, swimming pool and outdoor environment. Staff are very experienced in caring for children with special educational needs and/or disabilities and support them well in their activities and play. They liaise very effectively with children's parents and carers, outside agencies and staff at their schools to ensure a smooth transition into the holiday playscheme.

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

Children achieve well because activities are well-organised and purposeful in the indoor and outdoor environments. Staff value children's interests and ideas and include these in the activities. Themes and festivals, such as Easter, the Chinese New Year and Diwali enrich their experiences and give the children an excellent appreciation of other lifestyles, customs and food. Key staff monitor the progress of the youngest children and are in the process of refining ways in which they record their achievements and progress whilst at the playscheme so that activities can be further matched to their needs.

Children make a very purposeful contribution to the smooth running of the playscheme. They behave very well and build meaningful relationships with each other. Staff have high expectations and are excellent role models. Children are encouraged to share toys and resources and to treat each other with friendliness, care and courtesy. They readily accept the rules and boundaries which they helped to introduce. They are very independent and confident in their choice of activity. Children with special educational needs and/or disabilities are treated with great care and sensitivity and included fully in the wide range of creative and physical activities.

The children have an outstanding understanding of the benefits of keeping healthy and physically fit. Their physical skills develop very well because of the varied sports and games in which they participate. They make healthy choices at breakfast time and snack time and readily access drinking water throughout the day. They enjoy physical exercise and have fun as they practise their dance skills and play team games. They learn how to prepare fruit salads and use equipment safely as they make pizzas with a range of healthy toppings. They have daily access to the swimming pool and make excellent progress with their swimming skills. They have a good understanding of keeping themselves and others safe and benefit from talks on road and water safety from staff.

Children enjoy an interesting range of activities and achieve well. Their creative skills are developed well as they design colourful Easter cards and create colourful paintings and collages. They enjoy role play in their kitchen and preparing meals for one another. They are keen to build dens and go on bug hunts in the outdoor area. They enjoy practising dances and songs to perform to one another. Topics, such as the Olympics enrich children's understanding of the wider world. They learn about life in South Africa from a member of staff and are keen to sample prawn crackers and noodles when they learn about the Chinese New Year. They develop their problem-solving skills well as they play tabletop games and sort items, such as cards and toys. They are very keen to play games such as football, basketball and dodge ball. Equipment such as computers and the digital camera are planned for less frequently and this reduces the opportunities for children's progress in this aspect of learning, although children enjoy playing on their games consoles. The children enjoy taking part in the Easter bonnet competition and proudly wear the bonnets they made in partnership with their parents and carers. Children get on very well with each other and they respect each other's differences. Overall, the 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of safeguarding	2
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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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	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