

Snodland (Samays) Playscheme

Inspection report for early years provision

Unique reference number	EY408940
Inspection date	26/07/2011
Inspector	Christopher MacKinnon

Setting address	Holmesdale Technology College, Malling Road, SNODLAND, Kent, ME6 5HS
Telephone number	07717214041
Email	contact@rainbowschoolclubs.com
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Snodland (Samays) Playscheme is one of five settings run by Rainbow Out of School Clubs Ltd. It opened in 2010 and operates from a youth centre on the Holmesdale Technology College site in Snodland, Kent. It is open each weekday from 9am to 1pm for four weeks in the summer holidays.

The play scheme is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children may attend the play scheme at any one time, with no more than 30 in the early years age group. There are currently 36 children on roll, with six in the early years age group. The setting is able to provide care for children with disabilities and/or learning difficulties and children who have English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The out of school holiday play setting is well organised, with trained and experienced staff in place who successfully promote individual children's achievement. Children have access to a well resourced play environment, and an organised programme of activities is provided which includes planned activities for the early years age group children. Staff work effectively to inform and include parents and maintain links with other carers. Self-evaluation is positively applied to promote improvement and the setting is currently developing how it assesses the activities of the early years age group children.

What steps need to be taken to improve provision further?

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

- take steps to ensure site boundary is clearly established and children's access to areas next to college main gates is controlled 26/08/2011

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

- develop the organisation of the assessment of the early years age group children, to include all the six areas of learning and identify children's further achievement.

The effectiveness of leadership and management of the early years provision

The setting is well organised and appropriately managed to provide out of school care for children who range in age from four to 11 years. The setting is jointly organised through the local authority and a private company. Staff are suitably qualified and there is a clear staff structure in place, with an appointed leader and deputy. Most of the core staff team have level three training in play work and/or early years experience. Safeguarding is consistently organised within the provision. Staff have a good awareness of child protection procedures and a well organised range of records and safeguarding policy guidance is in place.

The setting has an ongoing development plan that is established at the start of each summer holiday period and this is used to drive improvement. Staff are currently developing their range of resources to provide children with a wider range of construction and assembly materials for building and making large scale adventure play items. Staff are also focusing on problem solving as the main learning area for the first part of the summer break. Reflective practice is effectively supported within the setting and staff have regular daily meetings. Appointed key person staff also meet weekly with the play scheme leader. Self-evaluation is also consistently organised and used to identify improvement. A clearly written self-appraisal document has been produced by the organisers that identifies the main areas for ongoing development; highlighting the inclusion of the six areas of learning and the encouragement of children to initiate their own activities.

Staff at the setting effectively ensure children have access to an appropriate range of play and learning resources. Play scheme children have access to the youth club building, which has a large main room. Here, a range of indoor play resources and activities are provided; there is access to an extensive range of art craft materials, assembly systems, quiet area and book corner. Children also have access to the youth club grounds, where they can partake in a wide range of outdoor activities that involve using sports and games equipment, such as balls, skittles and hoops. Children are also able to make up their own chasing and running games. Staff join in well, and effectively support children with adapting and making use of the resources provided to develop new skills.

Inclusion and diversity is appropriately maintained within the holiday play scheme setting. Staff work closely with the children and organise their activities to meet the varying needs of the ages attending. The setting has allocated key workers who are all early years trained, who oversee the progress and wellbeing of the younger children; particularly those aged under five years. The setting has a clearly produced equal opportunities policy and is open to caring for children with disabilities and/or learning difficulties. A clearly organised range of planned diversity based activities is provided within the play work programme, and children are able to learn about other cultures through themed play projects and access to books and stories.

To support successful partnerships, the setting is linked through its management,

with a range of other play schemes, in the local area. The setting also has an area supervisor, who works with a cluster of similar out of school play schemes and also works with local schools to maintain links and support individual children; particularly in the case of children attending with disabilities. Parents are effectively included and kept informed through the use of a clearly presented notices area. A range of documents are provided for parents on the setting's planned play programme; all required contact and access information is securely gathered and organised. The setting has a clearly produced partnership with parents policy, and parents of the early years age group children are made aware of their child's key person. Parents can easily contact senior staff or a management representative with regard to complaints or concerns.

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

The setting has the benefit of a leader and deputy who are both experienced in early years care and have completed play work training. Together they organise and plan a range of activities that effectively supports children's enjoying and achieving. A series of weekly themes are generated, which are chosen and developed by the children themselves; and the agreed theme for the first week is outdoor games and sports. This is to be followed by mini-beasts in the second week; and staff have already started to gather input for subsequent weeks; with ideas for play projects based on pirates and a talent show. Children gather at the start of each day to 'finalise' the planned activities with staff and, if necessary, extra play resources are made available through contact with the setting's area supervisor and coordinator.

To successfully support children's observation and assessment, a weekly report is completed by key workers on each early years child's responses to the activities provided. This information is then used for further planning and to inform parents of how their children's continued learning is being maintained. The assessment report documents are currently in the process of development, as their inclusion of the six areas of learning and children's further learning is limited. Consequently, the organisation of the setting's observation and assessment of the early years children is the main area for improvement.

Children are successfully encouraged by staff to join in with, and make a positive contribution to, the games and activities provided. Children are supported by staff in setting their own agreed rules of behaviour, in accordance with play work principles. Younger children are closely supervised and effectively helped to feel safe within the setting. They have allocated key carers, and are encouraged to share some activities with older children and take part in group based games and play projects. The promotion of children's personal and social development is also strongly featured in the planning of the play programme. To maintain children's safety, a range of well organised safety procedures and risk assessments are in place, and a daily checklist of equipment is completed before children arrive. However, the setting currently has a gap in the security of the boundary, where it may be possible for children to leave the site through the college's main gates.

Action is therefore needed to ensure the boundary of the children's outdoor play area is clearly established and access to the college main gate area controlled.

Children's health and awareness of healthy lifestyles is effectively supported within the setting. Staff successfully promote the children's understanding of the need to keep fit and active and children learn about healthy eating through food making activities. Children mostly bring their own food from home and staff also provide additional fruit and snack items. Drinks are also readily available at all times from a dispenser. Many of the activities and events provided are specifically designed to successfully promote children's physical development and confidence; and also their sport skills and abilities. Children greatly enjoy setting up table football challenges and organising outdoor ball games and team games; for example, children master games such as 'hand tennis' and outdoor skittles. Throughout the play programme, children are successfully encouraged to have fun and be expressive in their play, which is closely and effectively facilitated by staff.

Children's skills for future learning are effectively included in the range of activities provided. Communication, language and literacy are fostered through writing and drawing activities; and children talk and work together effectively to develop their play and organise games. Problem solving, reasoning and numeracy are promoted through the range of activities and resources that are provided to meet the requirements of the early years curriculum. These include building with assembly systems and complex art craft projects that require combining and joining materials. Children engage in a wide range of activities that promote their creative development; for example, they make paper mini-kites to fly outdoors and use a range of tools effectively to make crocodile masks. Children's knowledge and understanding of the world is also well built into the play programme, with many games and play elements included that explore travel themes, nature and continued school projects.

|

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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