

# West Lodge Playscheme

Inspection report for early years provision

---

**Unique reference number** EY393196  
**Inspection date** 27/07/2011  
**Inspector** Tracey Weight

**Setting address** West Lodge First School, West End Lane, PINNER,  
Middlesex, HA5 1AF  
**Telephone number** 0208 4241811  
**Email** yvonne.dempster@harrow.gov.uk  
**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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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**

West Lodge play scheme is run by the London Borough of Harrow. It opened in 2009 and operates from West Lodge First School in Pinner. It is open each weekday from 8.30am until 4.30pm during school holidays. Children can attend any number of days that parents choose; where places are available, registrations are accepted each morning. Children have access to a large hall where indoor activities are provided and a second hall which is used for physical activities. There is also access to a large, secure outside playground.

The play scheme is on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children aged from four years to under eight years may attend at any one time. There are currently 11 children on roll between four years and eight years of age. Three of these are in the Early Years age group. The play scheme is supporting children who have special educational needs and/or disabilities.

The club employs five staff, three of whom hold appropriate qualifications. The staff are supported by a number of young people acting as volunteers. The borough runs a Scheme Assistant Team Camp for young people over the age of 12 years, which supports them to develop skills in play work through attendance at the Team Camp and through volunteering in the play scheme. Volunteers are supported by their own additional dedicated staff member on site at the play scheme. The play scheme receives advice and support from Harrow early years team.

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

Overall the quality of the provision is good.

Safeguarding is given the highest priority, and all children, including those with special educational needs, show that they feel exceptionally safe and secure in the play scheme. They engage positively with the range of stimulating experiences provided for them. Behaviour is very good and children make a positive contribution to the play scheme community. The enthusiastic and caring staff team work well with parents and carers to help them to get to know children well and to plan effectively to meet their individual needs. This results in the provision of an inclusive, good quality environment overall with generally good outcomes for all children overall. The play scheme has a good capacity for maintaining continual improvement.

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

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

- extend staff knowledge of the Early Years Foundation Stage to further improve the use of observations to plan more play based activities to move children on in their learning, particularly in the development of literacy skills
- develop resources to support learning in the early years, with a particular focus on technological and literacy resources
- extend partnerships to improve outcomes for children.

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

There is a comprehensive range of policies in place, and these underpin staff's practice effectively. Safeguarding policies, procedures and practices are exemplary. Staff have an excellent understanding of child protection procedures, and are extremely secure in the knowledge of what they would do if they had concerns. They regularly undertake risk assessments and use these well to ensure a safe environment. They make good use of the morning circle time to help new children to understand how to keep themselves safe within the play scheme.

Staff promote equality and diversity effectively across the play scheme. They support all children's learning well by joining in their play. They talk to them to extend their communication and thinking skills, including those children with special educational needs and/or disabilities. Therefore, outcomes for all children are good overall. Staff have a very caring attitude towards children, and they are effective in helping children to build good relationships with both adults and their peers. Staff manage behaviour positively and set clear boundaries. As a result, children know what is expected of them and are helped to feel very safe and secure in the play scheme. Staff organise the routine well to enable children to use their own initiative by choosing their own resources and activities.

Leaders show that they are committed to the on-going development of the play scheme, and they effectively gather the views of parents and children to help shape the provision and plan activities. They have a well-balanced understanding of their strengths and what can be done to improve outcomes for children. Staff make good use of evaluation meetings which take place on alternate days to review provision and children's responses to activities, and to plan for subsequent sessions.

Resources are generally adequate to support children's learning and leaders do have in place a strategy for extending resources. However, there are limitations in those to support learning in the early years, particularly technological resources and resources to support children's early language and literacy development. Overall, staff use the resources they have very well, and are very creative in providing a range of interesting activities which promote children's learning effectively. The organisation of the day is effective in enabling children to make choices about their activities, and good use is made of indoor and outdoor play space.

Staff have positive relationships with parents and carers. They feel they are given good information about the setting and its policies, and they get good feedback

about their children's well-being. The reception area is used well to keep parents up to date with appropriate information and plans of activities. Staff make good use of information from parents to help them to get to know children and their home backgrounds. This helps staff to get to know children quickly. They use the information they gain well to help them to meet individual needs and create a sense of belonging for each child in the play scheme. Partnerships with other agencies and schools are used well to support individual children where the play scheme has concerns about their welfare, learning or development. However, the leaders do not fully utilise the full range of partnerships to contribute to improving outcomes for children.

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

Children show that they enjoy their time in the play scheme and overall they make good progress in their learning in most areas. They make a strong positive contribution to the play scheme community, and overall are developing sound skills for the future. Behaviour is very good and the Scheme Assistant Team Camp volunteers provide excellent role models for younger children. Relationships are positive and there is a high level of co-operative play. Children are very well involved in planning activities with staff, and as a result, they respond with sustained interest and enjoyment to the range of experiences provided for them. They show that they are happy to organise their own play, as well as participating in activities with adults.

Staff have a reasonably good knowledge of the Early Years Foundation Stage, and this is reflected in the good quality provision overall. They observe children and plan to extend their play, which is largely effective. However, they lack confidence in incorporating appropriate language and literacy activities into their play based provision, and this contributes to limitations in children gaining skills for the future.

Children show that they have an exceptional understanding how keep themselves safe within the play scheme, and they show care and concern for their environment. Circle time is used well by staff to help children get to know their peers and adults and to explain the routine and choices of activity that they have available to them. This helps children who are new to the play scheme to quickly feel secure and part of the group.

Children show confidence to speak, and at circle time they are willing to tell the group their name and something about themselves. They enjoy creative activities, and spend considerable time using glitter and glue to decorate their 'animals' for the collective wall display. They use tools such as scissors safely, and are given good support to increase their control. They play co-operatively and solve problems as they make models with the construction or lay out the train set. They enjoy making paper aeroplanes and explore how far they can make them fly.

Children are developing a good awareness of the importance of developing a healthy lifestyle. They manage their own toileting routines, and staff reinforce

good hygiene practices. Children are energetic and enjoy participating in physical activities outside on a daily basis. They run, climb, balance and play games such as football. They persevere at tasks even if they find them difficult, for example, completing the whole circuit of the balancing beams. Children are served with healthy snacks, and they take responsibility for their own physical needs, for example, they help themselves to a drink of water if they are thirsty.

Overall, children enjoy their time in this exceptionally safe and secure environment.

## 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	3
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	3
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

<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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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](http://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