

Let Us Play Scheme

Inspection report for early years provision

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Inspector	Fiona Robinson
Setting address	St Francis School, Oldbury Way, Fareham, Hampshire, PO14 3BN
Telephone number	01329 845730
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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

Let Us Play Scheme (LUPS) opened in 1986 and re-registered in 2007 when it was re-located in St Francis School, Fareham in Hampshire. It is committee managed and provides holiday care for children with profound and multiple or complex needs. There is ramped disability access to the building. All children have access to a secure, enclosed outdoor play area. Children attend from the surrounding area. There is provision for 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 65 children aged from two to under eight years may attend the scheme at any one time. There are currently 51 children on roll, of whom three are under five years of age. Children attend for a variety of sessions. The scheme opens five days a week for five weeks of the year, one week at Christmas, one week at Easter and three weeks during the summer holidays only. Sessions are from 10am to 3pm daily.

There are 65 staff that offer one-to-one support working with children who attend on a part-time basis. Of these, three hold a degree, one of whom holds a teaching degree; 27 hold a National Vocational Qualification (NVQ) at Level 3 or the equivalent; four hold NVQs at Level 2 and are working towards Level 3; and two members of staff are working towards a NVQ at Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good setting. Children with profound and/or multiple learning difficulties enjoy the wide range of well-organised activities and experiences, and achieve well, although strategies for recording their progress are not fully developed. Staff take into account their individual needs and interests and ensure they are fully included in activities and have equal access to equipment and resources. There are excellent partnerships with parents and carers, the host school and outside agencies, and information is shared very effectively. The manager and staff have a good, clear knowledge of the playscheme's strengths and areas for improvement and have good capacity to improve in the future.

What steps need to be taken to improve provision further?

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

- develop further systems for recording the achievement and experiences of the children.

The effectiveness of leadership and management of the early years provision

Safeguarding measures are outstanding because staff have an excellent awareness of safety and child protection issues. Comprehensive policies and procedures are fully implemented and risk assessments are conducted regularly to keep children safe in the secure and well-maintained indoor and outdoor environments. There are robust staff recruitment and vetting procedures in place to check the suitability of all staff and adults having contact with the children. Staff are deployed very effectively to ensure children's safety and to meet their individual needs. There are rigorous systems in place for parents and carers to follow when collecting their children. Staff use a range of resources and equipment for children that are safe and suitable for their specific special educational needs and/or disabilities.

Equipment is rigorously checked to ensure it is clean and well-maintained. Fire evacuation procedures are carried out regularly so that staff and children are familiar with the routine, and know how to respond in an emergency. Staff remain vigilant at all times and ensure children have access to and are cared for in well-maintained rooms according to their specific needs.

Parents and carers receive comprehensive information about topics, special events and fundraising activities and they value the website, informal discussions and newsletters which keep them fully informed of everything the playscheme has to offer. Parents and carers say that staff are extremely caring and provide a valuable respite service for their children. Key staff monitor children's progress regularly and share their observations with parents and carers at the end of each day.

Information is shared very effectively with the host school and the playscheme benefits from the use of the indoor and outdoor environments. There are also excellent links with outside agencies, who provide specialist support and advice for staff with regard to the children's special educational needs and/or disabilities.

The playscheme is well-led and managed. The manager, committee and staff share a very clear vision and work hard to enable the children to explore a wide range of activities in a very safe and interactive environment. They clearly identify what works well and outline areas for improvement, such as developing provision for hydrotherapy for children with physical disabilities. Good self-evaluation systems ensure that improvements have a positive impact on the children's experiences. Staff take the views of parents and carers and the reactions of children into consideration when identifying areas for improvement. They carefully analyse the evaluation forms completed by parents and carers at the end of the holiday playscheme and value individual feedback on a daily basis. Staff evaluate and plan together and make effective use of a good range of resources to meet most of the needs of the children. However systems for recording the achievements of the youngest children are not fully developed to show their progress and experiences over the time at the holiday playscheme. The playscheme provides excellent support for children with special educational needs and/or disabilities and actively promotes equality and diversity to a very high level, to ensure children are fully included in activities.

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

Children benefit from well-planned activities and achieve well. They are encouraged to explore new experiences in a bright, stimulating environment. Staff value their interests and include these in the topics and choice of activities. Generally, they use information effectively to plan their next steps although systems to record observations and monitor progress are under-developed. Themes such as 'Animals' and 'Carnivals Around the World' enrich children's experiences and give them an excellent appreciation of other cultures. They make their own choices of play activities with support from staff.

Children behave very well because staff are excellent role models with a consistent approach to managing their behaviour. Children learn to cooperate well as they use technology in activities and share resources such as the bicycles and pedalled vehicles, very sensibly. Staff use specialist equipment for the children to ensure they are included and actively promote their independence. Staff and visitors talk to the children about other lifestyles, customs, dress and food. They gain an excellent understanding of Africa as they join in with interactive African stories, create music, dance and design and wear tee-shirts.

Children experience a wide range of activities which promote good health and encourage their healthy development. They have food and drink according to their individual routines. Staff talk to them about healthy foods and work hard to ensure individual needs are met. Some children need help with feeding, others need to be fed and some need to eat separately in a quiet environment. Children develop good table manners and enjoy lunchtime which is a sociable occasion. They enjoy exercising on a range of equipment in the outside playground. They enjoy swinging on the swings and have fun lifting the parachute up and down. Children feel very safe and secure within the environment. They enjoy going in, under, over and through the soft play equipment and squeal with delight as they are spun around in the soft play ring. They learn how to use equipment very safely as they make melon and banana smoothies, fruit kebabs and nachos as part of their carnival celebrations.

Children experience a wide range of enjoyable activities in which they are actively involved at a level appropriate to their individual abilities. They respond well to the individual care and attention and achieve well. Their creativity is fostered well through activities such as making shakers and decorating plates. As part of their topic on 'Animals' they enjoy feeding the lambs, pigs, goat and duckling. Children's physical skills are developed well as they walk along the trim trail and steer their pedalled vehicles in and out of obstacles. They cooperate very well as they build sandcastles in the sand and float objects in water. Children's creative skills develop well as they sing 'The Wheels on the Bus Go Round, Round, Round'. They listen attentively to stories about carnival in Brazil and festivals in India. Children concentrate well as they plant cress seeds in cups. Opportunities to use technology are welcomed in activities. Overall, children are prepared well for life outside the school day and 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	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

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	1
The extent to which children adopt healthy lifestyles	2
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