

Earlesmead Holiday Playscheme

Inspection report for early years provision

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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

Earlesmead Holiday Playscheme, which opened in 1992, is situated within Earlesmead Primary School's main hall and is located in South Harrow in the London Borough of Harrow. The playscheme also makes use of two school playgrounds and the school field, and all children have access to a secure enclosed outdoor area. A maximum of 24 children under eight years may attend the setting at any one time. The scheme opens on a daily basis for three weeks during the summer holidays. Times of operation are from 8.30am to 5.30pm. There are currently ten children under eight years on roll and two children in the EYFS age group were present at the time of the inspection. Children attend from the immediate area and admission to the playscheme is based on a first come first served basis. The setting currently does not have any children with special educational needs, and a minority for whom English is an additional language, all of whom are at advanced stages. The scheme employs three paid staff and a number of volunteers who work as 'scheme assistants'. The setting leader holds qualified teacher status (key stages 1 and 2). However, none of the staff hold appropriate early years qualifications. The playscheme is registered on the Early Years, compulsory and voluntary Childcare Registers.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Earlesmead is a satisfactory setting, which adequately meets the needs of its children. The main strengths include the staff's promotion of good relationships, their detailed knowledge of the children, active promotion of safe practices within the setting and sound use of some engaging activities which help children make progress towards the early learning goals. However, some aspects of the safeguarding procedures are not as rigorous as they should be and self-evaluation is at an early stage of development. Although the setting leader has qualified teacher status, he has not had specific early years training. There have been some improvements since the last inspection, particularly in relation to the quality and quantity of resources and the cleanliness of the setting. This demonstrates the setting's satisfactory capacity for sustained improvement in the future.

What steps need to be taken to improve provision further?

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

- ensure that at least half of all other staff hold a full and relevant level 2 qualification (as defined by the Children's Workforce and Development Council). 01/07/2012

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

- develop self-evaluation processes further, so it can be used as tool to inform action and improvement planning at a more strategic level
- develop the rigour of safeguarding procedures, to include safety checking of the entrance/reception area; ensuring that site risk assessments are conducted and kept on the premises at all times; and ensuring that there is an emergency evacuation procedure for the playscheme displayed.

The effectiveness of leadership and management of the early years provision

The setting is led and managed satisfactorily. Safeguarding procedures meet requirements, and, as a result, children say that they feel safe whilst at the playscheme. However some aspects of safeguarding are not rigorous enough, for example ensuring a visible evacuation procedure, developing the detail of risk assessments specific to the site and activities of the setting, and ensuring that these are kept on the premises at all times. Although staff currently complete a daily log of safety checks, this does not always pick up key issues, for example doors that do not close properly. Systems for recording children's medications and for recording accidents and reporting to parents are sound. All required policies are in place, held on the premises, with summaries sent to parents and carers.

The setting leader is eager to develop and improve provision, and has made an enthusiastic start to improving some aspects of the playscheme since the last inspection. For example, the introduction of a 'quiet area' for children to use for contemplation and quiet reading, and more robust cleaning processes ensuring that the setting is clean and generally well-maintained. However, he has not yet had any specific training in early years education. All playscheme staff have received training in childcare to level 1, however no staff have yet to be trained to the level 2.

Although staff evaluate their sessions and work with children on an individual and daily basis, the use of self-evaluation to support action planning is not yet embedded sufficiently. As a result the leader's ability to plan for and drive improvement in a systematic and informed way is restricted. Ambition is embedded satisfactorily, with good support from the local authority's named person for out of school provision.

Staff are committed to promoting equality and diversity within the setting, and appropriate use is made of a range of resources which do not reinforce gender or cultural stereotypes. Inappropriate behaviour or comments are dealt with by staff effectively and followed up with parents and carers where necessary. As a result, children get on well with each other and with staff. Partnerships are sound, and the link with parents and carers is an established one. Parents and carers are offered the opportunity to feedback comments and views on the provision on a questionnaire, which the leader collects and reads. However, because this is issued towards the end of the summer playscheme, limited use is made of the findings. Children's views are also collected through a questionnaire, and whilst these are read by staff, there is little analysis or use made of the findings to inform action planning and improvement. Consequently the setting's overall effectiveness

remains satisfactory.

The quality and quantity of resources have improved since the last inspection, including additional games and resources for children's use. This means that children have a wider choice of activities to pursue which increases their enjoyment.

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

The quality of the provision overall is satisfactory, and results in broadly satisfactory outcomes for children. Provision for both welfare, and children's learning and development are both satisfactory. Children adopt safe practices and play well together as staff give good reminders about the rules of the playscheme and how to stay safe. Both staff and children are aware of the procedure to follow in the case of a fire alarm, however there is no visual evacuation procedure or diagram currently displayed for the playscheme within the setting itself.

Although staff make use of informal, and largely unrecorded observations of children's progress and development, there is no formal recording and assessment of early years' children's progress against the areas for learning and the Every Child Matters (ECM) outcomes. However staff do feedback informally to parents and carers at the end of each day and share key aspects of children's progress. The setting has mapped many of the activities that take place against the areas for learning for children of this age. There were sound connections made between provision and the ECM outcomes, for example, by playing and working with children across the full age range, children develop their understanding of similarities and differences and so become well-equipped for their future lives.

Some activities within the setting promote children's understanding of healthy eating and maintaining a healthy lifestyle, for example a recent cooking session where the children made some snacks, and some physical activities such as dodgeball and table tennis. Children also have access to water and know about the importance of keeping hydrated and eating healthily. Children are also involved to some extent in drawing up 'ground rules' for the playscheme. The setting makes good use of volunteers known as 'scheme assistants', who are ex-attendees of the holiday playscheme, and in addition to the employed adults, make a valuable contribution to the children's satisfactory enjoyment and achievement.

Staff deliver a range of activities for children which promote their confidence, motivation and self-esteem, for example playing 'dodgeball', where the children are able to become active and work with other aged-children which they report that they enjoy; or art and craft activities which have involved face painting. Staff listen carefully to children, adjust activities where appropriate, and make it clear that there is someone they can speak to if they are unhappy or not enjoying any particular activity. Children speak highly of their time at the playscheme and enjoy themselves. As one child said 'It's fun at the playscheme. We get to play lots of fun games and the adults are always nice'. This is because adults know the children well, and deliver some stimulating activities to engage the children. The impact of

this work is evident when speaking with children and observing them during activities, where they generally make sound progress.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that at least half of all other staff hold a full and relevant level 2 qualification (as defined by the Children's Workforce and Development Council).(Compulsory part of the Childcare Register)

01/07/2012