

Barnes Summer Play School

Inspection report for early years provision

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509724

Inspection date

09/08/2011

Inspector

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Setting address

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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.

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

Barnes Summer Play School was registered in 1989. It operates from Kitson Hall, in Barnes, in the London Borough of Richmond. The premises comprises of two halls, a kitchen and toilet facilities. There is an enclosed outdoor area. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children from three to under eight years may attend at any one time. In addition children aged over eight years also attend the setting. There are currently 23 children on roll who are on the early years register and attend for a variety of sessions. The setting support children with special educational needs and/or disabilities and children who learn English as an additional language. Children from the local area attend the setting, which operates during five weeks of the school summer holidays from 9.30am to 3.30pm. The manager and some of the staff team hold suitable childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are not effectively safeguarded because some of the legal requirements of the Early Years Foundation Stage framework are not being met. These include ineffective suitability checking of volunteers, insufficient ratios of qualified staff and the failure to assign a key person to each child. Although staff do not have a full understanding of the Early Years Foundation Stage they do engage actively with the children and the routines are generally well-organised. However, at times there are insufficient chairs for the children to be able to sit down to eat their snack and staff have not identified all potential issues with their risk assessments. The provider has made some progress since the last inspection with regard to the recommendations made, demonstrating an ability to maintain some continuous improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that effective systems are in place to ensure that practitioners and other people aged 16 or over likely to have regular contact with children are suitable to do so (Suitable people) (also applies to the compulsory and voluntary parts of the Childcare
- 22/08/2011

- Register)
- obtain an enhanced Criminal Records Bureau(CRB) 22/08/2011
disclosure in respect of every person aged 16 or over
who works directly with children (Suitable people)
(also applies to the compulsory and voluntary parts of
the Childcare Register)
- ensure that half of the staff hold a full and relevant 22/08/2011
level 2 qualification (Suitable people) (also applies to
the compulsory part of the Childcare Register)
- ensure that every child is assigned a key person to 22/08/2011
give them reassurance to feel safe and cared for and
to build relationships with their parents (Organisation)
- ensure that records are easily accessible and available 22/08/2011
for inspection by Ofsted (Documentation)

To improve the early years provision the registered person should:

- develop staff knowledge of the Early Years Foundation Stage to enable
them to deliver personalised learning, development and care to help
children get the best start in life
- provide sufficient equipment and resources to allow snack time to be used
as an opportunity to promote children's social development and to ensure
their health and safety
- review risk assessments to ensure they cover anything which a child may
come into contact with.

The effectiveness of leadership and management of the early years provision

Staff demonstrate adequate knowledge of safeguarding children with regards to identifying possible welfare concerns. They know how to follow the appropriate procedures, such as recording their concerns and passing them on to the relevant authority. There are some procedures in place to assess the suitability of staff and currently the majority of staff are part of the provider's family. However, the procedures to ensure staff suitability are not effective. Records of suitability checks, such as following up references, are not available for inspection and Criminal Record Bureau checks have not been completed for volunteers who work with the children. Consequently children's safety is compromised. Some of the staff are appropriately qualified. However, the required ratio of qualified staff is not being met. Children are not assigned a specific key person to support their learning and development. These are breaches of the welfare requirements. The provider is caring for younger aged children than their conditions of registration allow. The provider gave a reasonable excuse for doing so and on this occasion Ofsted does not intend to take further action. Risk assessments are completed on both the indoor and outdoor environment and any places that the children visit on outings. However, not all potential hazards in the outside area have been incorporated into the risk assessments to fully promote children's safety. For example, potentially harmful plants growing through from next door gardens.

There are a broad range of resources which children can freely access providing many choices in their play. Activities and play opportunities are planned with a timetable to ensure children are kept occupied. Routines generally support children's needs although there are inconsistencies in these. For example, at specific times, such as during snack time, some children are able to sit down while others are not and have to stand around eating their fruit due to lack of seating. This does not allow snack time to be used as an opportunity to promote children's social development and does not support their health and safety. However, at lunchtime staff and children do sit together, making it a social occasion. These inconsistencies do not fully support children's health, safety and general well-being.

There are basic procedures in place to monitor and evaluate the provision. For example, the local authority support worker completes an audit at the end of each summer school. The provider uses this information to enable her to improve outcomes for children. Staff meet daily to discuss any issues or improvements for the following days. There is a clear mission statement and the registered person clearly enjoys her time with the children. All staff are committed to providing good quality care but have not taken on board all the requirements of the Early Years Foundation Stage framework.

Staff develop positive relationships with parents and provide them with information about the summer school. Policies and procedures are displayed along with examples of the children's creative work. Staff informally feedback to parents about how their children have been during the day. Parents report they like the family atmosphere and their children enjoy attending. Staff build appropriate relationships with the local authority. However, they do not liaise with any other early years settings that the children also attend to ensure a cohesive approach to their learning. Equality and diversity are promoted appropriately. Children say good morning in their own language and staff respond in the same language. There are some basic procedures to gather some information about children's individual needs and preferences. Staff talk to the parents to gather information. There are children attending who are learning English as an additional language. Staff report that generally they are able to communicate with them because the staff speak a variety of languages themselves.

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

Children confidently leave their parents and carers and quickly settle into the activities that are available. The daily routine provides lots of opportunities for children to develop their physical skills and maintain their interest. At registration time staff explain about activities available and the structure of the day. This enables new children to understand the expectations and routines. Children participate in activities linked to the overall theme of 'We do like to be beside the seaside', such as making surfboards, puppets, bunting and ice creams. Older children are encouraged to paint their own seaside pictures and enjoy telling the other children about their paintings. Younger children play in the sand, hiding

objects and building their own sandcastles. At different times throughout the day children participate in rhymes and songs such as 'Simon Says', confidently completing the actions demonstrated by the staff. At other times they enjoy a music and movement session with a dance teacher.

Staff demonstrate some basic knowledge of the Early Years Foundation Stage framework and how to support children's learning, development and care but this is an area for development. They provide a range of activities linking into their theme. Staff report their priority is for children to have fun. Staff do not complete formal observations but adapt activities to enable all children to participate. As a result children make steady progress in their development.

Children learn about healthy lifestyles as the provider is a nutritionist and promotes healthy eating and physical exercise. They are encouraged to have regular drinks of water. Children follow appropriate hand hygiene routines. They are beginning to learn about safety as part of their topics. In addition, staff are positive role models and reminded children how to use equipment safely. They have the opportunity to practise fire evacuation procedures on a regular basis to ensure they are familiar with what to do in an emergency. Children's behaviour is appropriate for their age and stage of development. Staff are particularly good at praising and encouraging children to enable them to learn the difference between right and wrong. Children show consideration to the other children and the adults. At registration time staff encourage children to greet each other politely and to be welcoming to new children and visiting adults.

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?	4
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	4
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	4
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

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
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:

Not Met (with actions)

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:

- take action as specified in the early years section of the report (Suitability of persons to care for, or be in regular contact, with children) 22/08/2011
- take action as specified in the early years section of the report (Qualifications and training) 22/08/2011

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

- take action as specified in the early years section of the report (Suitability of persons to care for, or be in regular contact, with children) 22/08/2011