

Yateley Manor Playscheme

Inspection report for early years provision

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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.

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Description of the setting

Yateley Manor Playscheme has been established since 1990. The playscheme is held in Yateley Manor School in Yateley. The school facilities and grounds are used for the activities. The playscheme is open to the children of Yateley Manor School and also serves the families from the surrounding areas. There are procedures in place to support children with special educational needs and/or disabilities as well as those who speak English as an additional language.

Yateley Manor Playscheme is registered on the Early Years Register and cares for a maximum of 150 children at any one time. It is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 76 children aged from three to 13 years old on roll, of these 39 children are in the early years age group.

The playscheme runs during school holidays from Monday to Friday. Sessions are from 9.30am to 4.30pm, with wrap-around provision from 8.30am to 6pm. The playscheme is staffed according to numbers attending to ensure it meets the required ratios. The manager holds a degree in child care and education and three members of staff are qualified teachers in the school. A high percentage of staff hold current First Aid certificates.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive and thoroughly enjoy their leisure time in this lively and inclusive environment. A good range of resources, activities and learning opportunities are provided which are fun, capture children's imagination and effectively promote their progress. The staff team recognise children's individuality and work well in partnership with parents. Not all of the required documentation is in place, such as a record of children's hours of attendance; this is a breach in a legal requirement. Self-evaluation is undertaken by the management team who recognise the strengths of the provision and areas for further development, demonstrating a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (also applies to both parts of the Childcare Register)
- 22/09/2011

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

- conduct regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- develop systems and documentation in order to promote an effective two-way flow of information and knowledge with other providers of the Early Years Foundation Stage, to help support and extend children's developmental progress, learning experiences and current interests.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded within the provision because staff have a good understanding of the child protection procedures. Staff take part in regular training to help them to protect children from harm and neglect. Detailed risk assessments have been conducted for the premises, play equipment and activities to enable children to play in a safe and secure environment. Most of the records and documentation required for the safe and efficient management of the provision and to meet the individual needs of the children are in place. However, although an attendance register is kept, the hours children attend is not recorded. This is a breach in a specific legal requirement and could put children's welfare at risk.

Staff deployment is effective as children are continually supervised. Staff are skilled and confident in allowing children space to develop their own games and play freely together without unnecessary adult intervention. This provides children with lots of opportunities to make choices and develop their independence. The setting promotes equality and diversity through a range of good quality resources and effective procedures, enabling children to learn about other cultures, backgrounds and differing abilities. Staff have a good awareness of how to support children with special educational needs and/or disabilities, making sure all children are included and their individual needs are met.

The staff team work well together and demonstrate a good commitment to continuous improvement. Most of the recommendations from the previous inspection have been successfully addressed, which has a positive impact on children's overall well-being and safety. However, although children are reminded regularly what to do should the fire bell ring, they do not regularly take part in a fire drill practise. Good systems are in place to monitor the quality of the provision and staff are keen to bring about further improvements to the provision. The views of parents are also gained in regard to the content and quality of the provision. Parent's comment about their complete satisfaction of the service provided and most describe it as being 'excellent'. Staff form positive relationships with parents and carers who are provided with a good range of information about the provision. Staff show a satisfactory understanding of the benefits of sharing information with other practitioners where a child receives education and care in more than one setting. However, systems are not yet well established to ensure continuity and coherence.

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

Children have fun and are enthusiastic, active learners. They move around their environment both indoors and out with ease and confidence. Staff have a good understanding of the Early Years Foundation Stage framework and the importance of learning through play. They make observations of children's progress which are clearly linked to the six areas of learning. All children are actively encouraged to participate in planning future activities which ensures their interest are acknowledged and valued. Children are confident and have positive social skills. Their behaviour is good as they take turns, share the resources fairly, help and support each other. They have developed firm friendships with each other and have established warm, close relationships with the staff. Children have great fun as they use large inflatable beach balls during a game of 'dodge' and thoroughly enjoy the staff joining in with the fun. They enjoy playing outdoors and exploring a range of self-chosen activities such as using the climbing frame and sliding down the slide. Children are able to freely express themselves with a wide range of creative materials. They particularly like using the small beads to make their own designs and patterns and proudly show off their creations. Their creative work is valued and displayed which effectively promotes their self-esteem and confidence. Children begin to learn about the wider world and diversity through discussions and planned activities which engages them in the celebration of festivals.

Children are developing good skills for the future as they are competent communicators. Staff comment how confident children are when they use a range of programmable resources and computers. They play together harmoniously during a game of football, deciding who will be in goal and who will be the penalty taker. Children refine their pencil control as they draw and practice emerging writing skills. Playing board games, baking and creating models from construction materials, helps to develop children's mathematical awareness. Good emphasis is given to promoting children's health and safety. Healthy eating is well fostered through planned activities and discussion. Children are supported to behave in ways that are safe for themselves and others. They have a good sense of safety and they understand the group rules as staff give clear explanations of the possible consequences. They show good independent skills as they confidently take care of their own personal needs and know that they should let a member of staff know if they are leaving the room or area. Children are able to freely access outdoor play. They have fun and develop their physical skills as they engage in sports type activities which includes swimming and playing team games.

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	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
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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	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

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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 (Documentation) 22/09/2011

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 (Documentation). 22/09/2011