

Yorke Mead Playscheme

Inspection report for early years provision

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| Unique reference number | 130624 |
| Inspection date | 16/08/2011 |
| Inspector | Janet Keeling |
| Setting address | Yorke Mead JMI School, Dulwich Way, Croxley Green, Rickmansworth, Hertfordshire, WD3 3PX |
| Telephone number | 01923 779392 |
| Email | |
| 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

Yorke Mead holiday play scheme registered in 1993. The play scheme is managed by Three Rivers District Council and operates from facilities within Yorke Mead School in Croxley Green, Hertfordshire. Children have access to the school playground and playing fields for outdoor play. The play scheme serves children and families from the local and surrounding areas.

A maximum of 24 children from two years to under eight years may attend the play scheme at any one time. There are currently 72 children on roll, and of these 30 children are within the early years age group. Children attend for a variety of sessions. The play scheme opens Monday to Friday from 9am to 4pm during the Easter and summer holidays. Three Rivers Council also operate a play scheme for older children aged eight to eleven years on the same site.

The play scheme has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. The play scheme is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are five members of staff who work directly with the children. Of these, the play scheme leader is a qualified teacher and three staff hold National Vocational Qualifications in play work at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children have lots of fun and clearly enjoy their time at this exceptionally well led and managed play scheme. Staff offer a fully inclusive, warm and welcoming service, which encourages children to actively participate in activities which wholeheartedly meet their interests and developmental needs. Staff are very motivated and work outstandingly well as a team. Highly successful partnerships have been established with parents and the host school, while links with other providers of the Early Years Foundation Stage are developing. Children's health, safety and well-being are significantly enhanced by the robust and highly consistent implementation of policies and procedures. The play scheme is led by an experienced and highly motivated play leader who, together with the staff team, provides exceptional levels of support for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing links with other providers of the Early Years Foundation Stage in order to further support children's ongoing learning.

The effectiveness of leadership and management of the early years provision

Excellent priority is given to safeguarding children. All staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are robust recruitment and vetting procedures in place to ensure that children are cared for by suitable adults. There are also highly effective procedures in place for the safe arrival and departure of children and also for the regular 'head count' of children present during the day. Detailed risk assessments are completed and cover all aspects of the learning environment, consequently, risks to children are fully minimised. Written fire procedures are displayed and staff ensure that children regularly engage in emergency evacuation drills. Staff routinely verify the identity of all visitors who are required to sign in and out of the building. Children's health, safety and well-being are further enhanced by the effective maintenance of all required documentation and through the robust implementation of all policies and procedures. The deployment of resources is outstanding. For example, staff are successfully deployed to support the children's care and well-being and make excellent use of space both indoors and outdoors.

Staff are excellent role models and work exceptionally well as a team. They are enthusiastic, warmly interact with children during play and respond quickly to their individual needs and as a result, children feel very safe and have lots of fun. The play leader demonstrates an inspiring commitment to further enhancing the quality and outcomes for all children. This is achieved through the thorough use of their self-evaluation system and the regular use of parent and child questionnaires. Staff promote equality and diversity exceptionally well. All children are unquestionably included and integrated. Children's individual identities are nurtured and staff are dedicated to adapting the provision to meet the changing needs of the children who attend. All staff attend training and introductory meetings prior to the opening of the play scheme. This ensures that all staff are fully aware of their roles and responsibilities while working with the children. Staff successfully work in partnership with the host school, although, links with other providers of the Early Years Foundation Stage are developing.

Partnerships with parents are outstanding. Staff dedicate time getting to know the children and their families, fostering excellent relationships and helping to ensure that children feel safe and secure. The relaxed and friendly way that daily information is exchanged ensures that children's changing needs are consistently met. Particularly for children with special educational needs and/or disabilities and those who speak English as an additional language. All required documentation is completed and very well maintained. Parents receive an informative 'Parent Information Leaflet' before their child starts at the play scheme and have access to all policies and procedures. A well used notice board gives useful and current information on the running of the play scheme. Parents expressed excellent views

about the play scheme. Feedback from parent questionnaires included, 'my child had a fantastic time at the play scheme', 'excellent inclusion of all children', 'excellent and helpful staff' and 'staff have an excellent commitment to all the children'.

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

Children are relaxed, extremely happy and fully engaged in a wonderful range of activities at this welcoming play scheme. All children are valued and treated, with equal concern with any specific requirements being met sensitively through discussion with parents and other professionals. Staff are friendly, focussed and spend quality time interacting and supporting children, consequently, children highly enjoy attending the play scheme. Children quickly become familiar with the day to day routines and look forward to meeting up with their friends where they can play together and share their ideas. They are provided with plenty of opportunities to play independently, alongside each other and in groups. The 'buddy group' system helps children to develop meaningful friendships and provides support for new children joining the play scheme each day. On admission to the setting all required documentation is completed which records children's individual needs, interests and any special requirements. As a result, children are cared for according to their parents' wishes. Staff get to know the children very well as they observe and record information each day. Information gained is discussed at the daily team meeting and used effectively to plan appropriate activities which fully support children's needs and interests.

On arrival at the group children receive a warm welcome from staff who clearly recognise and value the uniqueness of each child. Staff make sure that every child is made aware of the daily routine, health and safety issues and the play scheme's rules. This is successfully achieved through the effective use of circle time at the start of each day, where staff and children come together to discuss the day's activities. Children follow their own interests and enjoy a wonderful range of activities. For example, children have enormous fun when they work together to complete a collage banner of space. They confidently use a range of media, such as paint, glitter, sequins, glue, sponges and brushes. There is lots of laughter as all the children come together to play the 'feely box' game. They put their hands into a container to find the hidden treasure and guess what it contains. They successfully identify spaghetti, sand, washing up liquid, clay dough and green slime. Children relish outdoor play activities, where they learn to hoola hoop, use skipping ropes, bats, balls and enjoy exploring sand and water. They skilfully climb trees, confidently negotiate the trim trail equipment and thoroughly enjoy the parachute. Children have excellent opportunities to explore their natural environment. For example, they visit the nature area in the school grounds where they hunt for mini beasts and collect leaves, twigs and mud to make a 'bug city'. Children also benefit hugely from planned visits from outside organisations that help and support their knowledge and understanding of the wider world. Police officers visit the children to talk about internet, mobile phone and road safety. Children thoroughly enjoy visits from the fire officers, who talk about the dangers

of fire and allow them to explore the fire engine.

Children's behaviour in the group is excellent. They are polite, well mannered and show concern for each other as they play. Their self-esteem is fully supported as staff give regular praise and encouragement and recognise children's contributions and achievements. Children are fully aware of the rules, which are discussed each day and include, 'we play nicely', 'we listen carefully' and 'have fun'. Children have an excellent awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, during circle time staff remind children about what to do if the building needs to be evacuated in an emergency. In addition, before the children go outdoors staff remind them about the boundaries. They have a very mature understanding of their own health needs as they engage in activities and discussions about healthy eating. For example, they enjoy making fresh fruit smoothies and fruit kebabs and discuss healthy items for their lunch boxes. They also access drinking water during the day to ensure they remain hydrated. Children are confident, fully integrated and unquestionably enjoy their time at this outstanding play scheme.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| 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 | 1 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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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