

Challengers Leatherhead

Inspection report for early years provision

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Inspection date

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Inspector

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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

Challengers Leatherhead play scheme opened in its current premises in 2003. It operates from four rooms in Woodlands School, Leatherhead. A maximum of 30 children may attend at any one time. The play scheme opens Monday to Saturday for one week during Easter and four weeks during the summer holidays. Opening hours are 9.30am to 4.00pm. All children share access to a secure outdoor play area. Children come from East and West Surrey.

The play scheme is registered to care for a maximum of 30 children from three to under eight years at any one time, no more than 30 of which may be in the early years age range. The numbers of children on roll in this age group varies. The play scheme also offers care to children aged over five years to 12 years. The play scheme is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The play scheme supports children with special educational needs and/or disabilities.

A maximum of 23 staff work with the children; of these, three have a relevant qualification. Three are working towards a recognised early years qualification. Ongoing training opportunities are provided by the Disability Challengers organisation. Two members of staff hold a current first aid certificate.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The play scheme provides a secure environment, in which all children are included, regardless of their special educational needs and/or disabilities, and can enjoy a broad range of activities. Children's welfare is mostly promoted in a good manner so they feel confident, share and play well together. Strong partnerships with parents and carers contribute to ensuring that staff know children well and provide them with all the support they need. This means that most children make good progress in their learning, given their starting points and capabilities. Regular self-evaluation by the management team and staff ensures that priorities for future development are promptly identified and acted upon.

What steps need to be taken to improve provision further?

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

- when evacuation drills are carried out consider the inclusion of children in order to identify any problems encountered and how they will be resolved
- maintain clear records, with particular regard to risk assessment.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, regularly reviewed, carefully managed and understood by those who work with children. All staff are carefully selected and benefit from induction training to supplement past experiences and relevant childcare qualifications. Nominated staff have responsibility for the safeguarding of children. Effective procedures are in place for identifying any child at risk of harm and liaising with appropriate child agencies. There are clear policies and procedures for caring for children, especially those with complex medical or physical needs, including dealing with a range of emergencies. Systems for reporting accidents meet requirements. There are risk assessment procedures in place for every area and all activities used by the children. These are completed prior to every session for instance, the bouncy castle is categorised as a high potential risk for accidents and the play scheme have therefore, installed strict staff guidance for assembling and supervising its use. However, record keeping is not sufficiently clear, leading to some confusion and misinterpretation. Staff have a clear understanding of their roles and responsibilities in the event of a fire. An evacuation drill has been carried out and details recorded, but this has yet to be carried out with children in order to ensure it is fully effective.

The setting is inclusive and children are valued and cared for as individuals. Staff create a warm and supportive ethos, for example by encouraging younger and older children to collaborate in activities. Children respond very well to this, with older children showing care for the younger ones. Resources are chosen to reflect cultural diversity and broaden children's awareness of the wider world.

The setting works successfully in partnership with parents and carers. This is reflected in a comment typical of many, 'My child enjoys Challengers and I know he is going to have a fun time'. Staff are great and the scheme is 'terrific'. Parents are informed about the operation of the play scheme with an information pack which comes from head office. On site, parents are given a full verbal account of their child's day. They refer to a notice board which provides them with details of activities, plus information about how to express their views. Communication takes place between the provider and partners supporting individual children, to ensure information is regularly shared and used to promote children's achievements and well-being.

The management and staff understand the strengths and weaknesses of the provision and have correctly identified areas for improvement. They have begun to bring their planning and assessment practice into line with the Early Years Foundation Stage framework, in order to address the needs of individual children more closely. This work is at a very early stage however, and it has not yet begun to impact sufficiently on children's learning and development, which is currently good in relation to their starting points and capabilities.

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

Children have a very enjoyable time at their play scheme because staff plan a programme of activities based on their previous experience of what children enjoy and can do. Staff have a good knowledge of each child's individual needs, through the detailed information collected pre-admission and the staff de-briefing sessions at the beginning and end of the day, when children are not present. Discussion includes the methods of communication to be used such as picture exchange communication (PECs), the level of supervision and support that is needed for each child, behaviours to be aware of that is related to health needs, medication and children's allergies in relation to cooking activities.

Children show that they feel safe through their good relationships with adults. They receive constant support and attention, some from designated one-to-one key workers, who are enthusiastic and committed to ensuring children have a good time. Children are motivated and interested in a broad range of activities and take some responsibility for choosing what they want to do. They smile and laugh out loud, indicating their enjoyment, as they play hide and seek or swing on the outdoor equipment, supported by staff. Face masks are also a firm favourite with children. Their creative skills are recognised as staff listen to children's ideas for decorating their mask and staff extend this successfully by encouraging the children to design their own mask. All children have opportunities to take part in daily exercise indoors and outdoors, which promotes their coordination and physical skills. Purpose-built bikes support children with physical disabilities. Children learn about their own physical capabilities and show excitement as they climb, jump and balance in the safety of the soft-play area. Other children enjoy the support of staff whilst jumping on the bouncy castle. Children are receptive to light and sound and they experience calmness and delight in their sensory room, which has thoughtfully been prepared by staff. Children are able to relax in comfort on soft cushions in the subdued lighted room, with the soothing colours of the optic lights stimulating their imaginations.

Children make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks. They develop skills for the future such as clearing away activities; their lunch box for example. Staff have a good knowledge of children's individual dietary needs, which includes specialized feeding for some children. All meals and snacks are provided by parents and staff make sure children have sufficient drinks to maintain a healthy lifestyle, through their gentle reminders. Staff have a good knowledge of the different methods that are used to manage children's behaviour according to their individual needs and level of understanding. They use positive reinforcement to obtain children's cooperation for example, during nappy changing or when asking them to sit and eat at the table.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	3
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: Met

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