

Snap Hertfordshire Limited

Inspection report for early years provision

Unique reference number	EY357705
Inspection date	22/08/2011
Inspector	Jane Mount
Setting address	Woodfield School, Malmes Croft, Hemel Hempstead, Hertfordshire, HP3 8RL
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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

SNAP (Special Needs, Activities and Play) at Woodfield School is one of several play schemes run by SNAP Hertfordshire Ltd. The holiday play scheme operates from Woodfield school, which is a specialist school situated in the Leverstock Green area of Hemel Hempstead, Hertfordshire. The provision registered at this site in 2007 and is established to support children with special educational needs and/or disabilities. It has the necessary access, facilities and equipment to meet their needs and includes secure outdoor play areas.

The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Children up to the age of ten years attend the setting and a maximum of 20 children under eight years may attend at any one time, with none under the age of three years. There are currently 28 children on roll, six of whom are in the early years age group. It is open each weekday from 10am to 3pm for four weeks during the school summer holidays and also during the Easter and Christmas holidays.

The setting employs 10 staff, five of whom hold appropriate teaching and early years qualifications. In addition, volunteers from 16 years of age are recruited to provide additional support and are always supervised.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

An inclusive and welcoming environment is provided to all with staff, who recognise the uniqueness of each of the children in their care. Effective partnerships between staff, parents and others positively contribute to the setting's knowledge of individual children to ensure their needs are fully met. A committed staff team efficiently implement the setting's policies and procedures to ensure children are safe and their welfare is fully protected. They support children well in their learning and development as the play activities provided are tailored to meet children's individual needs. The provision has a positive attitude to improvement, with some systems in place to evaluate their practice, although a system, such as self-evaluation, to more closely and effectively monitor the quality of the service offered has not yet been implemented.

What steps need to be taken to improve provision further?

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

- implement a quality improvement process, such as self-evaluation, to monitor and extend effective practice to ensure continuous improvement.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are secure and their welfare is protected. Staff have a secure knowledge of safeguarding procedures as they complete appropriate training and there is a designated person responsible for ensuring the correct safeguarding procedures are followed if there was a concern. Recruitment and vetting procedures ensure staff are suitable to work with children, and therefore children's welfare is protected. Children's safety is of a high priority, and staff are extremely vigilant when recognising hazards and take positive steps to minimise these. They closely supervise children at all times and high staff-to-child ratios are always maintained to ensure children are protected and their needs are met.

The setting is committed to fully implementing the Statutory Framework for the Early Years Foundation Stage. Staff are guided by a management team who strive to provide a quality service. They are aware of their key strengths and have some systems in place to monitor and assess the quality of the provision. For example, using daily staff meetings to evaluate practice, and they are proactive in seeking feedback from parents and getting the views of children. A self-evaluation system to systematically identify the setting's strengths and areas requiring further development has not yet been introduced. However, they plan to implement this immediately and actively use this as a way of ensuring continuous improvement. All required documentation to ensure the safe and efficient management of the setting is in place, and is informative and well organised. Effective communication ensures staff are clear about their roles and responsibilities, and consequently they work well together as a team, which has a positive impact on outcomes for children. Continuous professional development is encouraged and staff regularly update their skills and knowledge by attending appropriate training on subjects, such as safeguarding children and first aid.

All children and their families are valued and included, and good use of space and resources ensures an environment where children are fully supported. Staff have worked hard to develop positive relationships with parents and carers, which ensures information is effectively exchanged and children's specific needs are identified and addressed. A key person system and daily verbal and written communications with parents and carers ensure children's individual needs are met. Many ways are used to share information with parents, such as newsletters and an informative notice board, and parents are made aware of the setting's policies and procedures. Parents' feedback about the holiday playscheme and the staff is very positive. The setting promotes equality of opportunity and works closely with parents and others to support and meet the specific needs of individual children. They liaise with other agencies and professionals, therefore enabling the very diverse needs of the children to be well met. Also, they are proactive in forging links with some of the schools children attend to ensure continuity and the full integration of care and learning.

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

Staff understand that every child is unique and are effective in ensuring that all children, regardless of their starting points or additional needs, are fully integrated and supported. A key person system is used and staff closely monitor children's learning through closely observing their key children to identify their achievements. Children are encouraged to try fresh challenges and staff know the children in their care well. As such they plan activities and play experiences which are suitable and take account of children's interests and abilities. Resources are organised so children can make choices in their play, and their independence skills are positively encouraged. Children take an active role in snack time as they help to get cups and plates, and are able to make choices about which fruit they would like and choose what they want to drink.

Children enjoy their surroundings and show a keen interest in what they do. They participate in a variety of creative activities and enjoy the sensory experience of feeling the consistency of jelly and exploring the texture of play dough. Some of the children's artwork is displayed, which encourages their sense of achievement and belonging. The indoor and outdoor environments are used to their full potential and children enjoy making and catching bubbles in the outside play area or using their imaginations when dressing up inside. They listen and respond with enjoyment when looking at books and listening to stories and all enjoy singing songs and making music. Children learn about the environment through activities, such as a bug hunt, and enjoy using magnifying glasses to find insects in the garden.

Staff promote children's good health and take effective steps to prevent the spread of infection. Good hygiene procedures are applied, such as cleaning the tables for snack time and ensuring hand washing takes priority before children eat. Children are provided with healthy food choices at snack time and are encouraged to try new foods. They participate in activities where they learn about the benefits of healthy eating, such as making 'caterpillars' using a selection of fruits, which they then enjoy eating. Children use a varied range of indoor and outdoor equipment and participate in a range of activities on a daily basis to develop self-confidence in their physical skills. They have opportunities to climb, balance or develop their jumping skills on a small trampoline. They are learning that exercise can be fun and enjoy participating in parachute games.

Positive relationships between staff, children and parents enable children to feel secure, and children are confident and self-assured in the setting. Staff help children gain an awareness of keeping themselves safe as they explain and practise simple safety procedures, such as how to hold a knife when cutting fruit. Staff deal sensitively with children's challenging behaviour, with behaviour managed in a positive manner and clear boundaries set. Children are learning how to play cooperatively, and staff reinforce sharing and taking turns and discuss how children's behaviour can have an impact on others. Regular praise and encouragement from staff help children develop high levels of self-esteem. Children are regularly praised for 'good listening' and delight in receiving a star

which is displayed on the wall for being helpful. Staff help children develop an awareness of right and wrong by setting realistic expectations, and there are effective strategies, such as using a timer, to manage children's behaviour. Children are valued as individuals and, in turn, are learning to respect each other's differences and to manage their own behaviour.

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	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	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: Met

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