

Wirral Play Council Special Needs

Inspection report for early years provision

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| Unique reference number | 306348 |
| Inspection date | 10/08/2011 |
| Inspector | Christine Stewart |

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| Setting address | 1 Berner Street, BIRKENHEAD, Wirral, CH41 4JJ |
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| Telephone number | 0151 650 0030 |
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| Email | |
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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).

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

Wirral Play Council Special Needs play scheme was registered in 1998. It is a committee run, voluntary organisation with charitable status. It operates from the Wirral Play Development Centre in Birkenhead, Wirral. There is an enclosed area for children's outdoor play. Access to the play scheme is on a referral basis only.

The play scheme opens Monday and Thursday 5.30pm to 8.30pm, Tuesday and Friday 6pm to 8pm and Saturday 9.30am to 12.30pm term time. During the school holidays it operates Monday to Friday 10am to 3pm. Children are able to attend for a variety of sessions. The scheme is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The play scheme is registered for a maximum of 43 children aged from four years to under eight years, all of whom may be in the early years age group. The play scheme also provides care for children from eight to 19 years. There are currently 122 children on roll, two of whom are in the early years age range. All the children who attend have special educational needs and/or disabilities. It also supports children who have English as an additional language.

The play scheme employs 18 staff, all of whom work part time, to work with the children. All staff have a relevant play work or childcare qualification. Additional staff are employed to provide support with the children's activities during the holiday play schemes. They receive support from Wirral Play Council and are a member of '4 Children'.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The play scheme provides a fully inclusive and positive learning environment for children. Overall they enjoy a range of interesting and fun activities in mixed age and ability groups. The club promotes children's self-esteem and independence and develops their confidence effectively. The environment is designed to meet the needs of children with special educational needs and/or disabilities so all children are well catered for. Policies and procedures are relevant and are implemented effectively to safeguard and promote children's welfare. Whilst the setting shows satisfactory capacity to improve, self-evaluation processes to effectively monitor the provision and identify future targets are not yet fully developed.

What steps need to be taken to improve provision further?

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

- improve children's access to healthy snack options
- develop further the systems for self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for children

- develop further outdoor play to encompass a broad range of activities and experiences to promote children's enjoyment and learning.

The effectiveness of leadership and management of the early years provision

Safeguarding is effective through the good recruitment, employment and induction procedures that ensure all staff are suitable to work with children. All staff understand their responsibility to safeguard children, and appropriate arrangements are in place to deal with any child protection concerns. Daily risk assessments ensure that the environment is always safe, clean and fit for use. Regular practise of the emergency evacuation procedures with children ensures they are aware of their own safety in the event of an emergency.

Children's individual abilities, personal requirements and uniqueness are well recognised by informed staff. They introduce concepts of diversity, equality and difference through activities such as food tasting or recognition of annual festivals. Children settle well and confidently show enjoyment during their play. The high staffing levels in place provide children with plenty of adult support to meet their individual needs well. Most recommendations from the last inspection have been met to improve outcomes for children; however, the recommendation to improve children's access to healthy snack options to better promote healthy lifestyle has not been addressed. The manager has considered systems to formally monitor and evaluate the provision; however, this has not yet been initiated. The strengths and priorities for development are not fully identified to improve the quality of provision for children. That said, the whole staff team meet at the start and close of each day, to discuss, evaluate, reflect and plan for continuous development of the provision they offer.

Parents and children are warmly welcomed at the scheme. Many children travel into the setting on organised transport, so to ensure links between home and the scheme remain effective in these circumstances a member of the staff team accompanies all the children home daily to exchange verbal information with their family. Newsletters, communication books and care sheets are used to further inform parents of their child's day. In addition there are established and effective relationships with local authority, health and education professionals.

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

On the day of the inspection there were only two Early Years Foundation Stage children in the club. Children are settled, happy and confident to explore the environment and the well-planned activities. Toys and play materials are mostly accessible, enabling children to help themselves and initiate their own play and learning. A range of activities and opportunities are in place to support learning and progress. Children have opportunity for group and independent play. They are curious and confident to challenge themselves and extend their skills, carefully applying the 'sticky' icing and assorted edible decoration to their biscuits. Staff

show warmth and sensitivity as they sit with children on the floor; they offer praise and gesture their approval for reassurance. They actively engage in conversation and discussion to enable children to practise choice and decision making. Information from observations is building towards a complementary 'light touch' assessment of children's overall development. Key persons plan for individual children to be challenged and their progress recorded. Children's work is displayed, showing these to be valued and recognised. Children enjoy purposeful play indoors and benefit from fresh air outside. However, resources for outside play are few. The outside space is bright and provides a welcome opportunity for children to just enjoy being outside, even though there is little there to provide interest or challenge.

Children's understanding of a healthy lifestyle is generally promoted well. Staff are keen to promote healthy eating options with the children through practical activities, for instance, food tasting sessions. This increases their awareness of a range of different tastes and textures. However, snacks provided are less nutritious. Children bring a packed lunch and staff ensure that their food is stored appropriately so that their wellbeing is safeguarded. They have plenty of drinks throughout the day, to keep them hydrated. Children feel safe in the setting through the warmth shown them by caring adults. They enjoy the security of consistent, familiar faces and established routines. They are encouraged to develop an awareness of safety issues, such as the reason they all need to wear high visibility jackets for outings. Children gain knowledge of the wider community as they visit places of interest within the area; for example, visits to the recently opened museum in Liverpool and to the zoo. They develop a sense of being part of a larger community when they join in with the national celebrations for the recent royal wedding. Children's behaviour is managed effectively and with sensitivity. Children develop skills for the future through access to supportive adults and a good range and variety of resources.

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? | 2 |
| The capacity of the provision to maintain continuous improvement | 3 |

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 | 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 | 3 |
| 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

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| 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

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| 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 | 3 |
| 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

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