

Universities' Holiday Playscheme

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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

Universities' Holiday Playscheme at Chesterton Community College is one of two provisions run as a joint venture between the University of Cambridge and Anglia Ruskin University. This play scheme first registered on this site in 2006 and operates from several rooms at the college, which is close to Cambridge city centre. The organisation provides holiday childcare mainly for the employees, staff and students of both universities, with some places available to the local community. This playscheme runs in conjunction with another playscheme at Fawcett School in Trumpington, Cambridge. Parents can choose to use either or both of the playschemes. Children have access to outdoor play areas. The setting opens between 8.15am and 5.45pm each week day during all school holidays, with the exception of Christmas and bank holidays.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 100 children under the age of eight years may attend this play scheme at any one time. There are currently 940 children on roll, 21 of these are within the early years age group. These figures include children registered to use both playschemes. The playscheme currently supports older children who have special educational needs and/or disabilities and those who speak English as an additional language. A full-time coordinator is employed to organise the play schemes and this site employs 13 staff. One member of staff holds qualified teaching status, two members of staff hold full and relevant level 3 qualifications and two staff members hold full and relevant level 2 qualifications. Two members of staff are working towards a level 3 qualification and two are working towards an Early Years Foundation Degree.

There were no children in the early years age range present at the time of the inspection.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Although there were no children in the early years age range present at inspection, the staff demonstrate a very clear understanding of the Early Years Foundation Stage and have effective systems to ensure children make good progress in their learning and development. Planning documents show that children enjoy a wide range of stimulating activities and experiences. Evidence suggests that children are valued as individuals and partnerships with parents are strong. Staff and managers are committed and enthusiastic about making and sustaining improvement and have generally effective systems in place to self-evaluate the provision.

What steps need to be taken to improve provision further?

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

- provide pictures or objects representing options to further support children in making and expressing choices about the activities they wish to take part in
- maximise the use of systems of self-evaluation so that future developments and improvements can be tracked and monitored with regards to their progress as well as their impact on outcomes for children.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a clear understanding of the signs and symptoms of possible child abuse and the necessary procedures to follow to report, record and refer any concerns. Suitable arrangements are in place to ensure that children are kept safe and secure at all times. Recruitment procedures are robust ensuring that all those working with the children have had the required checks to ensure their suitability. Staffing ratios and qualification requirements are met during every session using clear database information. An extensive range of policies and procedures are in place to underpin childrens safety and welfare. For example, comprehensive risk assessments are conducted for all areas used by children as well as trips and higher risk activities. Weekly fire evacuation drills are carried out along with a thorough fire risk assessment.

Staff facilitate and resource different areas within the hall and outdoor play space to suit different types of activities. Children are free to choose from a good range of activities and plans are in place to further enrich the choices able to be made by children. For example, staff wish to create photocards or posters to allow children to indicate their choice of resources or activities that are not necessarily out but in the storage cupboard. Staff demonstrate a clear understanding of the uniqueness of each child and evidence suggests that they use this knowledge to plan effectively for each child's needs in their aim to promote a fully inclusive environment. Clear systems are in place to support children with special educational needs and/or disabilities. Coordinators of this aspect of the provision have experience of working closely with outside agencies, parents and schools to ensure that children's additional needs are fully supported. The setting demonstrates that they work closely with local schools and have clear and effective methods of information sharing with regards children's learning. This ensures a consistent experience for the very youngest children. Parents speak very positively about their children's experiences at the setting when they were within the early years age range. They are encouraged to share regular information with regards their child through regularly updated 'All about me' sheets and communication books.

The setting sets out and successfully achieves its aim to provide a happy, safe, warm and stimulating environment for all children to learn and develop freely. Staff and managers demonstrate a clear vision and commitment towards continuous improvement. They are able to discuss well targeted aspects of the provision they wish to further develop. However, there is no evidence of how these improvements will be tracked and monitored in terms of their progress and their

impact on outcomes for children. Recommendations raised at the last inspection have been addressed successfully. For example, all staff now have clear roles during fire evacuation procedures to ensure that children can be accounted for effectively. Children are also now encouraged to sit and eat snack which further promotes their safety.

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

Staff demonstrate a good understanding of the Early Years Foundation Stage. They ably demonstrate how this is put effectively into practice for the youngest children they care for to ensure that they continue to make good progress in their learning and development. Planning documents show a wide range of activities offered to children, covering all six areas of learning. For example, children have opportunities to problem solve as they design their own bug habitat and take part in an 'inventors den' where they try to create solutions to global issues such as earthquakes. Their creativity is promoted through activities such as Venetian mask making, designing wooden spoon pals and decorating t-shirts. A variety of trips further broadens the range of activities offered such as trips to the theatre or to the Cambridge Festival of Ideas. Children's ideas and contributions are highly valued during regular meetings with staff giving them opportunities to share their ideas, views and interests. Children have good opportunities to write for purpose and have access to a comfy quieter area to enjoy reading books. Staff ensure a good range of opportunities for children to explore, experiment and further develop their mathematical skills such as keeping score during games, measuring ingredients when cooking and creating patterns with beads. They suitably develop their knowledge and understanding of the world as they grow plants, use computer equipment and celebrate multicultural festivals. Children benefit from lots of fresh air and physical exercise in the outdoor area and on regular trips.

Clear and effective systems are in place to establish children's next steps of learning from their school prior to attending the playscheme during the holidays. This enables staff to be able to focus on and plan for, their particular aspects of learning. Learning journey files record clear observations and photographs of the progress children have made whilst at the playscheme. All of this information is then fed back to parents as well as to the child's school.

All areas used by children are clean and hygienic. Staff follow good hygiene procedures and all hold food hygiene certificates which ensures that snacks are appropriately prepared and served. Snacks provided are balanced and nutritious as well as attractively presented, encouraging children to make healthy choices. The healthy eating policy clearly outlines the settings commitment towards the food provision, including the encouragement of healthy packed lunch boxes from home. All necessary information is obtained from parents at the point of registration which ensures children's well-being and safety. Clear systems are in place for recording and sharing information relating to accidents that occur as well as short term, long term and self-administered medication. Through discussion, staff demonstrate a clear understating of effective behaviour management techniques

including ways of promoting positive behaviour. Children are encouraged to understand safety with boundaries and expectations clearly explained and through activities such as becoming involved in simple risk assessments of activities.

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