

Childsplay Holiday Playscheme

Inspection report for early years provision

Unique reference number

EY249307

Inspection date

17/02/2009

Inspector

Gail Robertson

Setting address

Cheltenham Bournside School & Sixth Form Centre,
Warden Hill Road, Cheltenham, Gloucestershire, GL51 3EF

Telephone number

01242 221491 x32079 School Hours

Email

Type of setting

Childcare - Non-Domestic

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.

Description of the setting

Childsplay Holiday Playscheme opened in 1986 and is run by a management committee. It operates from Bournside School in the residential area of Warden Hill in Cheltenham. The playscheme has use of nine classrooms, a staff room and occasional access to the sports hall. The setting has use of the playing field for outside play and the tennis court area for play on a hard surface. There is easy access to the holiday scheme for everyone there are ramps within the school and disabled facilities are available. The playscheme caters for children of parents who work for Government Communications Headquarters, with a number of places available to outside agencies. The play scheme works well with the secondary school and has links with the other Cheltenham schools that children attend.

The playscheme is registered on all three registers, the Early Years Register, and both the compulsory and the voluntary parts of the Childcare Register. A maximum of 80 children may attend the playscheme at any one time. There are 32 places for children on the Early Years Register and 111 places for children on the Childcare Register. The playscheme has 143 children on the roll from the age of four to eight years. There is a further 226 from the age of eight to 15 years on the roll. Altogether there are 369 children on the register. Only children from the age of four to 14 years may attend the club. The club supports children with learning difficulties and/or disabilities and those who speak English is an additional language.

The playscheme operates each week day during all school holidays between 08.00 to 17.30. There is a team of 23 staff on a rota basis, 12 staff work directly with the children on a daily basis. The manager and her deputy hold appropriate childcare and playworker qualification and a further seven hold a certificate for playwork. In addition there are a further two who are in their final year of initial teacher training. Teenage helpers assist at the playscheme on a volunteer basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. This is a good holiday club that is fun for children in the Early Years Foundation Stage to attend. The planned programme is full of variety and enjoyable activities to suit the needs, interests and ages of all those that attend. The manager leads a team of enthusiastic and dedicated young playworkers. She works hard to ensure all are safe and happy. She is well respected and liked by the children, staff and parents. The playscheme strives to make itself better by involving all stake holders in carrying out a review after each holiday session to prepare for the next

What steps need to be taken to improve provision further?

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

- develop further the observations made of children's play and their learning

- and development
- promote children's independence by allowing them to pour their own drink and to serve each other at snacktimes
- make sure that there is a male member of staff in the Early Years Foundation Stage work and play room whenever possible

To fully meet the specific requirements of the EYFS, the registered person must:

- make a complaints book available for parents and carers to use if necessary (Organisation) 18/02/2009
- ensure that all risk assessments made are rigorous and robust (Suitable premises, environment & equipment) 18/02/2009

The leadership and management of the early years provision

There are effective safeguarding policies that ensure the children are well protected. These are sharp and robust and available for parents, visitors and playscheme participants to read. There is a procedure for and a form to fill in if parents have a complaint but no book is kept in which to log any complaints if they should occur.

There is an information time each day, after the initial settling in period, where children go into groups according to their age. The Early Years Foundation Stage children go to the Biggles room, where the day's programme and evacuation procedures are clearly explained, repeated and children questioned on where to stand and where to go for safety. The manager and the management committee have a clear understanding of creating a safe and welcoming environment in which risk is minimised and children learn to take care of themselves. Staff carry out daily assessments as required by the Early Years Foundation Stage. On the day of the inspection some of the children had chosen to go to the cinema. The manager had followed the right procedures for requesting parental permission, and in reminding children of the expected behaviour on the trip. The risk assessment carried out was not sufficiently robust in its present form to identify every risk that might occur, the manager realised this and has made it a point for improvement.

The provider has improved the settings documentation and all the recommendations made at the last inspection have been effectively addressed and are now part of everyday practice. The playscheme responds to parental comments and improved its provision for them by changing the start time from 08:15 to 08:00. The manager also looks carefully at the resources for each age group and strives to include as many of the children's favourite games and activities. The resources are second to none. The staff make sure that the children look after them and use them correctly with great effect.

The planning of the daily and holiday programme is carefully worked out by the manager. Staff are clear which group they work with and what the activities are

and the ages of children they are working with. There is a tendency, however for the female workers to be with the Early Years Foundation Stage children and the male playworkers gravitate to the older children in the Biggles room and all children should have the opportunity of working and playing with a variety of role models.

Observations on what children are doing and how they play are at an early stage and there is limited formal assessment documentation.

The provider is committed to improving her own knowledge and that of the staff. Much of the training for staff is done by the manager. She requests that all staff complete an evaluation at the end of each holiday. Good evaluations of the provision are made and requests for future programme items are also completed by the children and parents. These ideas and suggestions are collated by the manager to plan the next holiday's exciting playscheme. The playworkers appreciate the way in which they are fully involved and they respond by working as an effective team to help children have a full, interesting time during their school holidays.

Everyone works well with the parents. Relationships with parents are outstanding. The parents reported what great pleasure their children have here, how much they achieved and learnt in this relaxed, happy place with all the welcoming staff. They mentioned how efficient the manager is and how approachable she makes herself. The manager goes out of her way to involve other professionals and with most of the local school that the children attend ensuring children's needs are being met particularly for those with learning difficulties and/or disabilities.

The quality and standards of the early years provision

One child said 'I like coming here, it's better than being at home with just my Wii. I have lots of friends to play with and its fun and I laugh.' This was echoed again and again by the participants of the playscheme whatever their age.

Children are provided with interesting and enjoyable opportunities to help them make good progress across all areas of learning and development. The planning is completed with children in mind and they have contributed their ideas. The manager chats with the parents and children before they register at the club to gather as much information as possible about the children's needs and interests. The programme is given to parents at the start of the scheme and children can see the planned programme as it is displayed in the entrance. Children have a choice, for example they can choose to go to the cinema or stay within the club and enjoy the activities at the setting. Children who go to the cinema could buy a treat from the tuck shop, and those remaining behind were offered the same opportunity to buy a treat and eat them after lunch. In this way the club ensures that their practice is inclusive for all and children have a growing understanding of the value of money for purchasing goods they like.

The art and craft room is a favourite of the Early Years Foundation Stage children as they can work alongside the older children, watch them and then join in. In the craft room they can explore, be creative and develop their imagination. Staff

engage them in conversation and extend their vocabulary and help build their confidence and self esteem. Children have the feeling of success when they complete a picture or a model with modroc. They really like the drawing competition and concentrated hard on their designs and colour schemes. The children learn about healthy eating through snack times and lunch times and through their planned programme which includes cooking. When one boy was questioned about the treat he purchased to go to the cinema, he exclaimed with a smile 'eating does have to be fun sometimes!'

Children are happy, play well together and behave in a mature and responsible manner. No misbehaviour was observed. Children share, care for and respect each other. This is because they know what the staff expect of them. Children learn to be independent but this is not fully promoted at snack times when children are not allowed to pour their own drinks and are served by adults. Equal opportunities are not fully promoted at washing up times after the snack, when the girls volunteer more than the boys to do the job. As one young girl said 'the boys don't do the washing up they leave it to us.'

Children and staff drawn up rules for the club, these are displayed at children's height and act as prompts if necessary. During free time most Early Years Foundation Stage children like to go to the games room and play a variety of games such as table football, chess and many other games and also enjoy well chosen computer games. They often watch the oldest children first and then try it out for themselves.

Children develop a good sense of how to be safe and to take care of themselves. They are very clear about how to use outdoor equipment, play safely and listen attentively to adults when outside. They didn't need to be told to wear their seat belts when in the coach to go to the cinema or wash their hands before snack and lunch time.

The outside is not as lively and attractive as inside. The manager and her staff are fully aware of this and intend to offer more challenging programme for physical activity and a greater involvement in nature and wildlife in further holiday schemes.

The club has organised many visitors to join them such as the fire crews and their engine. The children learn from such visits and visitors that they are part of a community to which they have a responsibility to contribute sensibly.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 18/02/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make a complaints book available for parents and carers to use if necessary (Organisation) 18/02/2009