

CHIPS-Hoddesdon scheme

Inspection report for early years provision

Unique reference number

EY423378

Inspection date

12/11/2011

Inspector

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Setting address

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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

CHIPS Holiday Playscheme opened in 2011. It is one of five settings organised by a voluntary committee of trustees. It operates from the dining room and hall in Forres School, Hoddesdon, Hertfordshire. The playscheme serves the town and surrounding villages. Children attend for a variety of sessions. The setting is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. No more than 24 children in the Early Years Foundation Stage may attend at any one time.

The playscheme specialises in children with special educational needs and/or disabilities and their siblings and supports children who speak English as an additional language. Sessions are from 10am until 3.30pm during school holidays and 10am to 12.30pm on Saturdays in term time.

There are 12 staff and six of the of staff have early years qualifications. The setting also has a many volunteers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The friendly and welcoming staff at this children's integrated playscheme have a detailed knowledge and understanding of each child's individual needs through interaction, observation and very good links with parents. Links with other settings that children attend is not yet established. Children's safety and security are a priority, enabling children to adopt good practices to safely explore the exciting resources. The good organisation of documentation and activities enables children of all ages and abilities to make good progress whilst having fun. Staff are aware of developing an effective system to record children's progress which is not yet in place. Effective reflective practice has enabled the playscheme to identify the strengths and areas for further development.

What steps need to be taken to improve provision further?

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

- establish ongoing observational assessments to inform planning for each child's continuing development
- establish partnership working with other settings that children attend in order to develop a coherence of learning and development.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are good as all staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. The setting has robust recruitment and vetting procedures in place and robust policies and procedures to monitor children's safety at all times. The playscheme is proactive in recruiting volunteers which enables all the children to have a designated member of staff each session to meet their needs. The promotion of children's welfare is central to the setting's work. There are good procedures for the administration of medication and the recording of accidents and injuries. The procedures ensure that qualified staff members only will help children with their personal hygiene and staff always ensure there are two staff present. All records are well maintained and securely stored and risk assessments are carried out regularly to monitor the safety of the learning environment.

The good organisation of the setting contributes well to the children's welfare and the good progress they make. The leader and the experienced staff team are regularly involved in decision making and are highly ambitious for the setting. Staff morale is high as a result. They have a good knowledge of the needs of children in the early years age group. The setting has established a detailed self-evaluation procedure which effectively identifies the strengths and weaknesses of their provision. Staff meetings take place before all sessions so each member of staff or volunteer know the child they are key worker to and what their needs may be. Staff are experienced and efficient in identifying any barriers to children's success and use a variety of methods to overcome them. Staff use the child's own interests to support their learning, for example, cars are a favourite and are played with in the garage, sorted into colour or type, calculated as to how many and talked about in conversation.

Equality and diversity are promoted successfully and provision and support are given to ensure that all children access the full range of activities the setting provides. As a result, children are well supported to make good progress.

There is a good partnership with parents and carers and they are enthusiastic about the care and support the setting provides for their children. They receive quality information on their children's progress and ways in which they can support their learning at home. However, partnerships with other settings and schools that the children attend are not yet established. The staff work hard creating attractive room displays for the children and to provide information on the playscheme.

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

Children really enjoy their time in this playscheme and are very settled and engaged in their play. They develop good relationships with their key person and all other staff and volunteers as well as older children and siblings. Staff are very

familiar with their individual and sometimes complex needs and are very effective in promoting emotional and practical support. Children receive lots of praise and have fun with staff which promotes their social skills and good behaviour.

Children develop good communication skills as staff spend much of their time playing with them. Older children enjoy planning wish lists of toys from catalogues which enables staff to understand their current interests. Some staff members are able to converse in sign language which also promotes children's good communication skills. Children are very interested in the world around them, exploring the interesting range of toys, resources and activities on offer in each of the rooms as well as outdoors. Young children experiment with simple technology by playing with toys which light up, make sounds when buttons are pressed. They develop their dexterity as they make pictures for a local calendar competition using various tools and materials to make their creation. Staff support their learning well, extending their thinking through discussion and the provision of additional resources.

Children are creative as they dress up and play with musical instruments. They develop their imagination when creating animals and shapes from play dough. Children are fully supported in following their own interests and to take the lead in their own learning. Children do not always attend regularly, although staff do have a very sound understanding of their interests and abilities. Staff are developing a system for monitoring and recording children's progress towards the early learning goals based on their starting points and capabilities, however, this is not yet effective.

Children learn how to stay safe as they regularly talk about safety issues and how to use tools and resources safely. They learn about healthy life styles including good hygiene practices such as keeping their hands clean before touching food and after using the toilet or being changed. Staff act as good role models to re-enforce the routine. Children have easy access to fresh drinking water and choose healthy options at snack time. Children with sight impairments enjoy the physical contact with staff in a safe environment and all children enjoy the cuddles with familiar adults when they feel insecure.

All children thrive in this setting where children with special educational needs and/or disabilities can freely mix and play with their siblings and other families who share similar experiences as themselves. Much older siblings volunteer to help with the running of the playscheme which further promotes inclusion for children and their families.

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	3
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