

Hobbayne Holiday Playscheme

Inspection report for early years provision

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Inspector Martha Darkwah

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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

Hobbayne Holiday Playscheme is one of eight holiday play schemes run by the London Borough of Ealing Play Services. It opened in 2001 and operates from a large hall in Hobbayne Primary School in Hanwell in the London Borough of Ealing. The play scheme is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the holiday play scheme at any one time. Children from the age of four years to 12 years of age attend the club. The holiday play scheme is open each weekday from 8.30am to 5.45pm during school holidays. All children share access to a secure enclosed outdoor play area. There are currently 43 children on roll, four of whom are in the early years age group. Children come from the local and wider community. A total of six core staff, including the manager are employed during holiday times. Of these, four staff hold a National Vocational Qualification at level 3 in play work or above. The other staff members are working towards an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in the welcoming, homely atmosphere of the setting where their safety is well promoted. Their learning and development needs are encouraged very well through a good variety of activities and social interaction. Good relationships are in place with parents and result in all relevant information being shared well to meet children's individual needs. Effective links are made with the school in which the holiday club is located and other settings owned and managed by the provider. This results in aspects of individual needs, the learning styles and routines children experience being supported and continued in the setting. Overall, self-evaluation is used effectively and the play scheme demonstrates a good ability to maintain ongoing improvement.

What steps need to be taken to improve provision further?

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

- improve the use of self-evaluation by further involving parents to help identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The provider's recruitment procedures are implemented effectively to help ensure staff are suitably experienced, vetted and qualified. The required records,

documentation, policies and procedures are maintained and well organised. The staff team understand their responsibilities regarding safeguarding issues and the procedures to follow if concerns arise about a child or an allegation relating to a member of staff is made. The staff use risk assessments effectively to monitor safety issues indoors and outdoors and ensure they supervise children closely, particularly on trips. Staff and children practice an emergency evacuation of the building regularly. The staff team enjoy their work and this is reflected in the fun filled, happy environment created for children. The setting maintains comprehensive records and documents, which meet requirements and help to promote children's safety.

Staff provide children with a good range of play equipment. The varied range of activities provided reflects individual children's interests and encourages all children's enjoyment and participation. The staff team work well together and interact very well with children. Equality and diversity practices are good. Parents are included and invited to give their points of view regarding children's learning and development. Children are also involved in evaluation discussions resulting in suggesting future activities to extend their individual interests and abilities. Cultural diversity is valued and respected well. Diversity issues and different celebrations of the wider world are reflected in the range of resources children see and use daily.

Staff use self-evaluation effectively to monitor how things are progressing and to target most areas for development. There is a clear vision for future development and ongoing improvement. For example, the development of skills and experience of the staff group through training and advice from the local authority. However, self-evaluation is not yet fully extended to involve parents in the process. The staff team meets with staff from other settings in the group to share best practice and most recommendations for improvement made in each setting influence improvements made in the other play schemes in the group.

Staff build good relationships with parents who state they are very happy with the care provided. Information is shared daily and relevant information is passed on from the other play schemes run by the provider. Additional information is provided via the website. Parents have access to information about activities undertaken by the children; for example, through wall displays, photographs and examples of children's work. Staff work closely with parents and carers and they act on advice and guidance from professionals and outside agencies. This results in learning and routines children experience during their school day being supported and continued. For example, the activities the setting provides encourage reading, spelling, writing, and problem solving arts and crafts, games, drama and cooking.

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

Children are confident, happy and have great fun relaxing and socialising with their friends and staff. They benefit from good interaction with friendly, supportive and caring staff members. The mixed age range of older and younger children creates a family atmosphere as children continue friendships they make at school and build

new ones at each play scheme. Children's individual interests and choices are reflected in the planning and activities provided. They regularly complete a questionnaire that gives staff members a broad overview of their interests and helps them to plan activities accordingly. Children also feel reassured in this respect while they settle into a new environment. They gradually gain confidence in socialising and joining in with other activities and thereby develop other interests. Observations of the children, and their records of achievements, show that they are making good progress in most aspects of their learning. Children engage in a varied range of activities that staff plan to help them make choices and relax during school holidays. Children's learning and development needs are very well supported. Particular emphasis is placed on their social development, increasing their self-confidence and reinforcing a range of skills that they will use in later life.

Children are consistently busy and interested in what they are doing, which results in respectful, calm and good behaviour. Staff are positive role models and encourage enthusiasm and respect and promote children's self-confidence. Children listen to staff and each other, ask questions and for help when needed, share equipment and take turns with other resources. Some children sit comfortably on the floor playing with trains, sorting and constructing the tracks. They carefully plan where tunnels, bridges and stations will be positioned, while other children take part in energetic games on soft mats nearby with growing confidence. All children show interest in a creative activity and spend time drawing and writing, which helps to develop their early writing skills. Children's artwork is varied and colourful and made according to their own ideas. Children chat, giggle and laugh as they play, making jokes, sharing experiences with one another and staff.

Children enjoy their snack tea, which is used as a relaxed social time and focus for conversation about the day's activities. They rush to wash their hands and sit together on benches. They follow routines that encourage a good awareness of their own health, such as, hand washing before they eat their snack of fruits and fruit juices. On a special day such as a trip to the cinema, they enjoy popcorn. Children enjoy regular physical play sessions in the school playground.

Children show a good awareness of promoting their own safety by playing safely on the fixed equipment in the playground. They know the boundaries and stay near the staff. Equipment such as balls and small bats and hoops are carried to the playground for children to use. They enjoy throwing and catching balls, walking on rope bridges; swinging on the swings and using the hoops over their heads like skipping ropes, and excitedly participate in a game of chase. Children are creative in their use of some equipment for example, the use of two hoops, and one on each foot as skates indoors. Children enjoy their activities and they are gaining independence and an enthusiasm for learning that will serve them well in the future.

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