

CHIPS Saturday Club and Playscheme

Inspection report for early years provision

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Inspection date 17/03/2012
Inspector Susan Parker

Setting address Millbrook Junior Middle & Infant School, Gews Corner,
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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 Saturday Club and Playscheme has been registered since 2007. It is one of five settings organised by a voluntary committee of trustees. It operates from various rooms within the Millbrook Primary School, Cheshunt. The playscheme uses the playground and the school field. Children attend for a variety of sessions. The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. No more than 30 children in the Early Years Foundation Stage may attend at any one time.

The playscheme provided specialist out of school care for 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 currently three children in the early years age group on roll. There are 10 members of staff working directly with the children, including the manager, six of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff and volunteers within this setting, have an excellent knowledge and understanding of each child's individual needs through interaction, observation and excellent links with parents. Children's safety and security are a priority, enabling them to adopt good practices to safely explore the exciting resources within this setting. The excellent organisation of documentation and activities enables children of all ages and abilities to make excellent progress while having fun. Effective reflective systems enable the staff to evaluate their practice.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the systems for identifying children's next steps in their learning.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are excellent as all staff and volunteers fully understand their responsibilities and are familiar with the procedure to follow should they have a concern. The setting has robust recruitment and vetting procedures in place and secure policies and procedures to monitor children's safety at all times. The playscheme is pro-active in recruiting volunteers, which enables

all the children to have a designated member of staff each session to meet their needs if required. The promotion of children's welfare, confidence and self-esteem is at the heart of the play scheme's ethos. There are excellent procedures for the administration of medication and the recording of accidents and injuries. The procedures ensure that only qualified staff members will help children with their personal hygiene and they always ensure that there are two staff members 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 superb organisation of the setting fully supports the children's welfare and the excellent progress they make. The leader and the experienced staff team are regularly involved in decision-making and are highly ambitious for the setting. All staff and volunteers meet to set up and to discuss the needs of the children attending before the session begins. This ensures that every person is aware of their role and as a result, staff morale is high. They display an excellent understanding of the needs of children in the early years age group. An ongoing detailed self-evaluation procedure effectively identifies the strengths and targeted areas for improvement in their provision. Staff meetings take place before all sessions, so that 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. Also provision and support are given to ensure that all children access the full range of exciting activities the setting provides. As a result children are well supported to make outstanding progress.

The partnership with parents is outstanding. Parents form the trustees and so have a leading role in the setting. Compliments from parents show they are enthusiastic about the care and support the setting provides for their children and their siblings. The partnerships with other settings, professionals and agencies is well developed and triangulated through the parents and trustees, in order to fully support the welfare and development of the children attending.

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

Children enjoy their time in this playscheme and display a very strong sense of security and belonging in the setting. They have established excellent relationships with their peers and the staff. Their behaviour is excellent. They display a sensitive approach to each other's needs, which is recognised as praised by staff. The staff are very familiar with the children's interests, backgrounds and medical needs.

Children display excellent communication skills. They share their knowledge of sign language to help everyone communicate. The staff ensure that all of the children's senses are stimulated through the provision of well-planned activities and very good resources. For example, peppermint cream hearts for the children to taste

and smell, a wide selection of toys for children to physically jump, pedal, kick and run. Also music and electric fans for children to feel and hear. Opportunities to introduce learning into an activity are not missed, for example, counting fingers and encouraging conversation and sharing, happen as a matter of course. These skills enable the children to enjoy their learning during their time at this playscheme. The resources and atmosphere of welcome created by the staff team and volunteers support this outstanding setting. 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.

Children are creative as they make sweets and decorate hats while talking with their friends or the staff. Soft play shapes enable the children to run and jump, while being reminded that the hall floor is slippery when they are just wearing socks. Children, who do not like loud sounds, such as the air dryer, can use paper towels in the nursery. The staff's excellent organisation and sharing of information enables each child's needs to be met. This practice compliments the high ratios of staff in creating a safe, happy and stimulating learning environment. Each child is welcomed and included, their own thoughts and ideas are valued and they are listened to by interested staff. The committed staff team have established an effective method for monitoring and recording children's progress towards the early learning goals based on their starting points and capabilities. However, this is not yet fully effective in planning for children's individual next steps in their learning.

Children display and excellent understanding about being safe. They regularly talk with staff about safety issues and how to use tools and resources safely. They learn about healthy lifestyles, including good hygiene practices, such as keeping their hands clean before touching food and after using the toilet or being changed. Staff act as excellent role models and as reminders to re-enforce excellent health and hygiene routines.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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