

M&M's

Inspection report for early years provision

Unique reference number	106178
Inspection date	06/06/2012
Inspector	Sandra Croker
Setting address	Dawlish Leisure Centre, Sandy Lane, Dawlish, Devon, EX7 0AF
Telephone number	01626 215673
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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

Mini-Madness is a holiday playscheme which registered in 1999. It operates from Dawlish Leisure Centre. It uses part of the main sports hall, an area of the cafe, a nearby enclosed park and the sports centre swimming pool. It serves the local community.

Mini-Madness opens daily during the summer and Easter holiday, and during some half-term breaks. Children attend sessions from 9am to 12pm and 12.30pm to 4pm.

Mini-Madness is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the playscheme at any one time. There are currently 47 children on roll, of which 21 are in the early years age range.

The playscheme supports children with special educational needs, physical disabilities and those who speak English as an additional language. There are 21 qualifications at level 2, nine have early years qualifications at level 3 and two have early years qualifications at level 4 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are well trained in child protection issues and have a clear understanding of the procedures to follow and how to refer any concerns. There are effective recruitment, induction and appraisal procedures and robust measures for vetting staff. Policies and procedures are detailed and easily accessed by everyone. The holiday play-scheme is well organised and functions smoothly on a day-to-day basis. The staff ensure all areas of the premises accessible to children are safe. Thorough risk assessments are carried out on all areas of the holiday play-scheme as well as for any outings. Resources, including staff and the available accommodation, are deployed well to help maximise children's development and happiness. Children show a good understanding of diversity because staff work highly effectively with interagency teams and it is actively promoted. However there are limited daily opportunities for children to reflect on the ethnic, cultural and social diversity in society.

The ambition to improve the provision and outcomes for children is strong amongst staff. The holiday play-scheme has good arrangements to obtain parents' views and to keep them well informed about what is happening. Responses from parents in questionnaires show they are happy, involved in the holiday play-scheme and have their opinions valued. The views of children are also sought regularly. This information feeds effectively into modifying the provision and systems, and supports the holiday play-scheme's good self-evaluation procedures. The holiday play-scheme has a strong focus on long term improvements that will benefit children.

What steps need to be taken to improve provision further?

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

- enhance daily opportunities for children to reflect on ethnic, cultural and social diversity
- enhance the range of programmable toys and equipment involving Information Communication Technology.

The effectiveness of leadership and management of the early years provision

Staff are well trained in child protection issues and have a clear understanding of the procedures to follow and how to refer any concerns. There are effective recruitment, induction and appraisal procedures and robust measures for vetting staff. Policies and procedures are detailed and easily accessed by everyone.

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The ambition to improve the provision and outcomes for children is strong amongst staff. The holiday playscheme has good arrangements to obtain parents' views and to keep them well informed about what is happening. Responses from parents in questionnaires show they are happy, involved in the holiday playscheme and have their opinions valued. The views of children are also sought regularly. This information feeds effectively into modifying the provision and systems, and supports the holiday playscheme's good self-evaluation procedures. The holiday playscheme has a strong focus on long term improvements that will benefit children

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

Children make good progress in their learning and development and feel safe and relaxed in the holiday playscheme. They choose what they do and enjoy the activities and play opportunities offered by an interesting selection of resources.

Staff effectively encourage children to imaginatively role play as Kings and Queens

in the inflatable castle linked to the Queen's Diamond Jubilee. Children creatively use paint to depict the gathered crowds watching the processions and flotilla on the River Thames. Children use construction apparatus to represent the people watching the celebrations and create rows of imaginary police officers controlling the crowds. Younger children excitedly colour in pictures of the Queen, and older children join them, demonstrating how to blend colours with chalks. Older children organise exercise mats and create a dance routine in order to express their ideas. Staff thoughtfully introduce language that enables children to talk about their experiences in greater depth and detail. Children push and twist string through plastic red, white and blue beads made from straws. They excitedly create crowns, necklaces and bracelets whilst counting the beads, and effectively reflect on the patterns being made. Children are provided with ample opportunity to help them make good progress across all areas of learning and development. For example, they enjoy using construction sets, vehicles and figures to create imaginary environments. Children's creativity is supported as they access a wide range of art and craft materials and take part in role play. Children are well-prepared with skills for the future. However, there is a limited range of programmable toys and equipment involving Information Communication Technology.

Children enjoy productive, energetic play on the inflatable castle and swim daily in the Leisure Centre pool. Younger children are thoughtfully provided with water play toys and have plenty of opportunity to explore pouring from buckets and watering cans. Older children attach floats in the shape of fins to their backs and swim vigorously around the pool in their imaginary games. Children experience exciting additional sporting activities, such as Cheerleading. They have good opportunity to exercise outside at the nearby adventure play park. Good hygiene procedures and practices help to ensure that children are kept free from infection. Children routinely wash their hands before snacks and after using the toilet. The holiday playscheme is committed to promoting healthy eating. Staff discuss healthy foods with children at meal times and provide activities where these can be explored. There are effective posters on the holiday playscheme wall which display healthy eating messages. Children access drinking water throughout the session, ensuring that they remain hydrated.

Children form good friendships, and staff encourage them to respect and value each other's differences. There are well-planned activities based around different religious celebrations and cultures. For example children, are given the opportunity to experience African drumming and take part in language workshops in French and Spanish. Children competently help create the holiday playscheme rules which provide boundaries and expectations that they value and understand. As a result, they behave very well. Children receive rewards for being helpful, cooperative and for their achievements. Children take initiative, work well independently and collaborate and cooperate with each other. Children are happy and comfortable with staff at the holiday playscheme. They show a good awareness of responsibility, evaluating sessions and making suggestions for future events.

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	1
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