

Cedar Park Playscheme

Inspection report for early years provision

Unique reference number EY441037
Inspection date 21/06/2012
Inspector Christine Huard

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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

Cedar Park Playscheme Ltd registered in 2012 It was previously run by a committee of parents and first opened in 1992. It operates from two rooms in a terrapin building at Stoke Bishop Primary School. It may care for no more than 28 children under 8 years; of these, not more than 28 may be in the early years age group, and of these, none may be under 4 years at any one time. The club may provide care in the following areas: the play room, TV room and the adjacent playing field, and has use of toilet facilities in the premises The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The holiday scheme opens five days a week during all school holidays and in-service days from 8.30am to 6.00pm. The after school club opens Monday to Friday during school term time, from 3.30pm to 6.00pm. All children share access to a secure enclosed outdoor play area. At present there are 72 children on roll of which 11 are under five years old. The setting supports children with special educational needs and/or disabilities. Only children from the adjoining school are able to attend the club and holiday play scheme. Children attend for a variety of sessions. The setting employs seven members of staff, most of whom have appropriate early years qualifications. Three to NVQ Level 3 and three to Level 2. . The setting is a member of the Bristol Association for Neighbourhood Daycare (BAND) and has close relationships with the school on whose site it is situated.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and staff work hard to ensure that children spend their time after school and during the school holidays in a happy, caring and creative environment. They ensure that overall the needs and interests of the children attending are met well. As the manager said, 'The children run it with us'. The setting is fully inclusive and self-evaluation is on-going although it is not fully recorded the processes are not fully formalised. Nevertheless, all staff have a good knowledge and understanding of the setting's strengths and areas that could be further improved and as a result it has a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to use information and communication technology such as computers
- formalise existing systems for self-evaluation to strengthen ways of monitoring the impact of improving outcomes for children.

The effectiveness of leadership and management of the early years provision

The manager and staff ensure that the children play in a safe and secure environment. All the procedures to ensure children's safety are in place and fully meet requirements. All staff have undertaken training in child protection and all are trained in paediatric first aid. Risk assessments for both the after school club and the holiday playscheme are robust and ensure that the setting and all resources are safe and secure. All appropriate policies, records and procedures are in place and are used well to promote children's welfare. The setting has a wide range of resources and they are deployed well to provide children with good-quality experiences that ensure they make good progress, particularly in their personal and social skills, in a happy and safe environment. The manager has a good understanding of the statutory framework for the Early Years Foundation Stage. Staff adapt this well to meet the needs of children. There is a particularly strong emphasis on encouraging child-initiated activities and children have many opportunities to select activities both inside and outdoors. Adults respond very well to children's interests and actively seek their ideas and opinions. There are good links between the after-school care and the school, and this means that learning can be extended seamlessly between school and after-school club, albeit in a more informal and fun way. There are strong relationships between children and adults. The setting ensures there are equal opportunities for all children and there is no discrimination. All children are warmly welcomed and successfully encouraged to participate in activities. Self-evaluation is used well to identify the strengths and development needs of the club but this is a very informal process at the moment and does not fully support staff in monitoring the improvements they make. Performance management systems are in place and all staff are encouraged to undertake additional training. They are enthusiastic and keen to further enhance the provision they make for the children. The club enjoys a strong relationship with school and with parents. These strong relationships ensure that the club and playscheme are fully informed of children's needs. There are strong links with parents and carers. They are happy with the provision made for their children. Their views are sought via regular questionnaires and ongoing discussion. There are informative notice boards for parents which provide a good range of useful information, attractively displayed. Staff are happy to chat to parents when they are bringing or collecting their children and this is a useful time for sharing concerns or discussing any issues informally with their child's key person. Parents receive regular feedback about their children's achievements and they are encouraged to share achievements from home with the setting.

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

From the time they enter the room it is quite clear that children are happy and feel secure in their surroundings. Staff ensure that the environment is safe and welcoming. Although the room is small, there is a wide range of activities which are well organised. However, children have limited access to information,

communication and technology resources. Most activities provide good opportunities for extending children's learning in a fun and interesting way and ensure they can relax and wind down effectively after a day at school. The children present on the day of the inspection, were clearly enjoying themselves and benefitting from the warm relationships they establish with adult staff and helpers. On arrival, the children have a snack. This is a good means of assuaging hunger pangs at the end of a day at school and serves to reinforce the concept of healthy eating. Fruit or vegetables are always available and drinking water is on offer to children throughout the session. Children clearly understand the importance of basic hygiene, such as washing their hands before eating and they really enjoy the food provided for them. Children all sit down to eat together and this provides a good opportunity to develop the personal and social skills of all. Children sit happily together at table, display good manners and look after each other's needs well. Conversation is lively and children clearly make an effort to get along well with each other. Relationships between the older and younger children are good and the older ones take care to ensure younger children are included. The promotion of healthy lifestyles extends into the good variety of activities for the children to pursue outside. There is a good range of outdoor apparatus, such as bats, balls, and hoops and the children have the chance to play on both a field area and playground. Children play outside in all but the most inclement weather and the level of supervision is good. It is evident that children feel safe at the club. They use resources and implements, such as scissors and knives carefully. Numerous opportunities occur to re-enforce children's understanding of how to keep themselves safe, both at the setting and outside. Safety in the sun is covered comprehensively and there is provision for staff to remind children how to keep safe in and around water when children have access to a large paddling pool during the playscheme in the holidays. Planning by the staff is detailed and the staff ensure that all areas of learning are covered each week through their careful recording. Opportunities to extend mathematical skills are provided through weighing and measuring for cooking. There are good opportunities for extending literacy skills and a quiet room where children can look at books or watch television. Staff carefully monitor how much television is watched by each child in response to requests from parents. Children contribute extremely well to the setting through devising the rules for the club, providing ideas about activities they would like to pursue and providing feedback on the activities provided. These opportunities and the good development of children's interpersonal skills all help to prepare them well for the future. Children's play diaries provide a wide range of useful information. They provide a detailed record of each child's development across all the areas of learning. They provide a comprehensive record of what the children have learned and show how individual children's learning can be further extended.

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