

Barnes Summer Play School

Inspection report for early years provision

Unique reference number	509724
Inspection date	23/07/2012
Inspector	Loraine Wardlaw

Setting address	Kitson Hall, Kitson Road, London, SW13 9HJ
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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

Barnes Summer Play School was registered in 1989. It operates from Kitson Hall, in Barnes, in the London Borough of Richmond. The premises comprise of two halls, a kitchen and toilet facilities. There is an enclosed outdoor area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children from three to under eight years may attend at any one time. In addition children aged over eight years also attend the setting. There are currently 36 children on roll who are on the early years register who attend for a variety of sessions. The setting support children with special educational needs and/or disabilities. Children from the local area attend the setting, which operates during five weeks of the school summer holidays from 9.30am to 3.30pm. The manager employs 20 staff to work with the children throughout the summer. Five staff hold qualified teacher status and two are qualified to level three in play work and early years. At any one time there are four or five qualified staff working with the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and enjoy their time at the summer play school; overall their individual needs are suitably met. Staff are caring and understanding towards each child and ensure they are engaged in a range of appropriate play and learning opportunities. However, there is inconsistent induction of staff which means not all staff are knowledgeable about child protection and the Early Years Foundation Stage to effectively meet each child's unique play needs. Organisational systems, such as the key person, are not sufficiently effective, particularly at snack time and gathering information from parents. The principal has a system in place to evaluate the provision but continuous improvement is not rigorous enough to improve all outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that all staff understand the safeguarding policy and procedure (Safeguarding and promoting children's welfare) 03/08/2012

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

- lead and encourage a culture of reflective practice, self-evaluation and

informed discussion to identify the settings strengths and priorities for development that will improve the quality of the provision for all children

- develop the role of the key person, with emphasis on liaising with parents and improving snack time, so children can develop a genuine bond with them
- develop a rigorous induction programme to help staff understand the provision and their role within it, with emphasis on effective Early Years Foundation Stage practice and how playwork is linked to the framework.
- develop a rich and varied range of resources and activities for children, particularly in the outside area, to enable children to develop and extend their play

The effectiveness of leadership and management of the early years provision

Overall, there is appropriate emphasis on safeguarding. All staff except one hold a current criminal records bureau and staff follow a procedure to ensure that unvetted staff do not work alone. However, not all staff have a secure knowledge of the procedure to take if there are any child welfare concerns. This is because they have not received induction training on child protection. This is a specific legal requirement. Suitable risk assessment checks take place every session to ensure the rooms and garden used by children are safe. These are documented and include outings to places such as Barnes Elms. The summer play school principal organises the playroom so children can make some choices in their free play. However, not all play areas are rich and inviting. Children have access on occasions to the back room and the outdoors. These areas are set up with a satisfactory range of play resources. Overall, equality and diversity is promoted to a satisfactory standard through staff role modelling positive attitudes.

Sound partnership with parents takes place to ensure that documentation is completed about children's care and some of their play preferences. The principal liaises with parents as much as possible, given the large number of children attending each day. Parents and children speak positively about the summer school. Every child is assigned a key person or 'guardian angel'. However, the role of the guardian angel is brief and does not include talking to children's parents regularly. Neither does it include sitting with children at snack time, to assist in getting to know them and their families. This impacts on how staff develop a genuine bond with the children. Partnership with others takes place as necessary. For example, a nurse is invited in to discuss the feeding and medical requirements for children with special educational and medical needs. The principal and staff loosely evaluate the provision. At the end of every day they discuss what went well and what was not so good to help them meet children's needs. The principal has responded appropriately to the actions set at the last inspection. However, well-targeted plans for future quality improvement which link to the Early Years Foundation Stage have not yet been introduced. In particular, the induction training lacks information for staff on the early years framework.

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

Children are content at the summer school and enjoy their self-chosen play activities. Staff are sympathetic to their needs and join in children's play as much as possible. Overall, children quickly build good relationships with the staff, although this is mainly the older or more confident children. Staff are mostly graduates or qualified teachers and are not particularly knowledgeable about effective early years practice, particularly, interaction, playing and learning. This means that opportunities are not used by the staff to promote sustained shared thinking during children's play. For example, when children talk excitedly about a snail they found, this was not further developed by staff. Children have fun in the large outdoor sandpit, building sandcastles with their friends and climbing on the 'A' frame. They wheel disused tyres up and down the outside area. However, other recyclable materials are not available, to enable them to design, build and extend their play. Indoors they dress up in their favourite costumes making up their own games. They play with the small world toy resources or manipulate the play dough. During the adult-led creative activity children enjoy making crowns, making patterns and marks with pens using their own designs. Some staff are able to encourage children to develop future skills during their play by promoting counting and shape recognition.

Children behave well and listen to instructions when the principal rings the bell for a change of routine. They have opportunities to develop confidence and self-esteem during whole group time. An example of this is when they sing their favourite rhymes, standing in front of others who are sitting in the cosy corner. Staff are careful to offer positive praise to children. Children develop their physical skills whilst outside and on the scooters they competently use located in the back room. They enjoy a mid-morning drink, a snack of fruit and vegetables and their lunch mid-day, provided by their parents. Children are mostly encouraged to wash their hands before eating; although this direction comes from the principal, not the staff because of the inconsistent induction process. Children feel safe and secure. They are learning the safety rules of not running inside and can talk confidently about carrying out the fire evacuation procedure. Children find out about other cultures through themes, which include activities linked to the Olympics. They are encouraged to talk about their home background and holidays. They learn African songs and French words from the staff, giving them an awareness of a diverse world.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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