

Aireborough Summer Activities Scheme

Inspection report for early years provision

Unique reference number EY253962
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Inspector Linda Filewood

Setting address Green Meadows School, Bradford Road, Guiseley, LEEDS,
West Yorkshire, LS20 8PP

Telephone number 0776 443 2933

Email

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

Aireborough Summer Activities Scheme is a charity run organisation. It was registered in 1988 and operates primarily from three rooms within Green Meadows School in the Guiseley area of Leeds. Children have access to a secure enclosed adjoining outdoor area. The scheme serves the children within the Aireborough area.

The scheme is open each weekday for the first three weeks of the school summer holidays from 10am to 3pm, for three to four days during the Easter holidays from 10am to 3pm and a Christmas activity day during December from 10am to 3pm. A maximum of 35 children may attend the setting at any one time. There are currently six children attending who are within the Early Years Foundation Stage. The setting also offers care to children ages over five to eight years. The scheme is run solely for children with moderate to severe special educational needs and/or disabilities.

Aireborough Summer Activities Scheme employs a large number of staff and volunteers help out at the scheme. There are six staff who work with the children under eight years, of these, three hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a high standard of care for the children in a secure, welcoming environment. A comprehensive knowledge of each child's specific needs ensures that staff, very successfully promote children's care. The provision very successfully meets the needs of the children attending; they benefit from and enjoy the learning and development opportunities provided. Partnerships with parents and other professionals are extremely effective to make sure children are safe and their welfare promoted. Most documentation meets regulatory requirements. Self-evaluation processes are effective and allow the provision to plan effectively for development in order to improve the outcomes for the children.

What steps need to be taken to improve provision further?

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

- request written permission, at the time of child's admission to provision, to the seeking of any necessary emergency medical advice (Safeguarding and promoting children's welfare). 09/08/2012

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

- continue to support children's development appropriately in communication and language to help them make connections in their learning.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe, secure and clean environment. Staff know and understand about child protection and safeguarding issues and have accessed recent safeguarding training. Robust recruitment and vetting procedures, including the successful induction of new staff and volunteers, ensure children are well protected. Staff conduct regular risk assessments and outings are thoroughly assessed for suitability so that every child takes part in an enjoyable, safe experience. Accident and medication records and detailed registration forms are in place and accurately maintained to support children's welfare. The provision obtains written permission from parents to seek emergency medical treatment, should it be necessary. However, they fail to request permission to seek emergency medical advice, which is also a requirement.

Children benefit from an extremely good ratio of well-deployed, caring staff who know the children exceptionally well. Resources are easily accessed by children, which helps them make decisions about their play. Staff organise the sessions, equipment and space exceptionally well. They use the abundant, good quality resources highly effectively to meet each child's differing needs. Everyone in the setting is valued and treated with equal respect and concern. The needs of children with special educational needs and/or disabilities, and English as an additional language, are being excellently met. Staff have an exceptional understanding of how to promote inclusive practice and diversity to build on children's understanding about peoples similarities and differences.

Extremely strong partnerships with parents are in place. Comprehensive information is gathered from parents before children start to ensure their needs are met. Staff carry out home visits and this has a significant impact on the outcomes for children. Parents receive high quality information about the provision, including a 'videotape' of the setting so that they can talk to their child about what to expect. They comment on the outstanding support their children receive and the positive impact the scheme has on their lives. Staff work extremely closely with other professionals that support the children. They receive training in specific medical needs so that they are competent in delivering the care each child requires.

The provision demonstrates a good capacity to improve. They have effectively addressed all the recommendations from the last inspection improving the outcomes for children. Self-evaluation processes involve the whole team. There are good systems in place to encourage children to evaluate the activities using smiley and sad faces. Parents' views are sought through general discussion and through the use of questionnaires and suggestions are acted upon. As a result, details of

outings will be more fully explained so that parents can talk to their children beforehand about what they are going to experience.

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

Children enjoy their time at the holiday scheme and express their enjoyment when taking part in activities. Activities are often child-led, although staff plan a balance of learning and development opportunities across the six areas of learning. Outings are particularly exciting for the children. They eagerly anticipate the ride on the donkey at the local donkey sanctuary. The manager has a secure knowledge of the Early Years Foundation Stage. Systems for observing children's achievements take into account the length of time children are in the provision and focus mainly on children's social, emotional and physical needs. Children's daily activities are shared with parents in their child's daily diary so that they know what their child has enjoyed.

Children freely access a wide range of resources independently, leading and directing their own play and learning. They are well behaved and play well alongside one another. Staff are good role models and encourage children to value and respect one another. This helps foster children's understanding of others. Children are encouraged to be independent whilst also having the support they need from staff that know them well and are closely supervising them. For example, young children confidently balance on upturned logs of differing heights, stop when they reach a sloping log and hold out their hand for support from their key person.

Children's health and emotional well-being are supported because the staff know the children very well. Children are learning about how to keep themselves safe and healthy. Staff talk to the children before going out on visits so that they learn to be aware of dangers. Children are given ample opportunities for fresh air and exercise to promote a healthy lifestyle. The outdoor play area offers children free-flow play in a safe environment. A large climbing frame gives children challenge and helps them to enhance their physical abilities. Children enjoy digging and mark making in the large sand pit. They make dots in the sand and carefully join them together to make a shape or a number. Mark making tools, such as chalk, allow children to write or draw freely. Some children have a good understanding of number and competently write, correctly sequence and name a wide range of numerals. Staff interact well with the children and initiate playful activities, such as bubble blowing that appeals to differing ages of children. However, they sometimes miss opportunities to support children in using a variety of communication, including signing, to extend their learning and enhance experiences.

Good hygiene practices are well promoted and children learn to wash their hands after toileting or before eating. Plenty of pictures support their understanding. Staff make excellent use of pictorial prompts to show the children the activities that are planned. Baking activities give staff opportunity to talk to the children about the importance of eating healthily and they provide the children with a range of

healthy snacks during the sessions. Parents supply a packed lunch and staff eat their own lunch with the children to create a family atmosphere. Children have easy access to water, which staff offer frequently.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1

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