

# Shinewater Playscheme

Inspection report for early years provision

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**Unique reference number**

EY252565

**Inspection date**

24/07/2012

**Inspector**

Alison Weaver

**Setting address**

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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

Shinewater Playscheme is one of three holiday playschemes run by Eastbourne Borough Council. It opened in 2001 and operates from a sports hall, large community hall and a lounge in the Shinewater Community and Leisure Centre in Eastbourne. The playscheme opens five days a week during school holidays. Opening times are from 8.30am to 6.00pm. All children share access to an enclosed outdoor play area. They also have access to a neighbouring school's facilities including the playing field.

The playscheme is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 50 children aged from four years to under eight years may attend at any one time, with no more than 40 in the early years age range. There are currently 44 children on roll in the early years age range. The playscheme also offers care to children aged up to 13 years. Children come from a wide catchment area. The playscheme supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The playscheme employs 15 staff who work on a rota basis. There are four staff, including the supervisor, who hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in the playscheme and have fun playing with sufficiently varied resources, although, these are not all easily accessible. Children's safety and well-being are satisfactorily promoted, although, staff do not fully develop children's awareness of the importance of making healthy food choices. Children make satisfactory progress as they play. However, staff do not fully tailor the planning system so that it meets the needs and interests of individual children, and takes into account parental contributions. The playscheme staff show a sound capacity to maintain continuous improvements to outcomes for children.

## What steps need to be taken to improve provision further?

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

- review the use of planning and observational assessment, for example, by taking into account information gained from parents, and children's individual needs and interests when planning for each child's continuing development through play-based activities
- support children in developing an understanding of the importance of making

healthy choices in relation to food, for example, by increasing the provision of healthy options at snack times

- increase the opportunities for children to select activities and resources independently.

## **The effectiveness of leadership and management of the early years provision**

There are suitable safeguarding procedures in place and the management provides regular child protection training for staff. Staff show sufficient awareness of how to promote children's welfare if they have any child protection concerns. There are rigorous recruitment procedures in place that help ensure staff are suitable to work with children. Staff are aware of the importance of maintaining a secure and safe environment for children. Staff carry out regular risk assessments and daily safety checks that enable them to identify and minimise hazards satisfactorily. There is plenty of suitable space available for children's use. Staff group children appropriately into different age groups so their needs can be met. They provide an appropriate range of safe and suitable resources and play equipment for children. Some of these resources show positive images of diversity.

Staff provide new parents with some helpful written information about the playscheme so they know what to expect. Parents can access the policies on the website and other useful information is on display in the lobby. Staff find out about a child's home language, culture and religion. This enables staff to respect the wishes of parents and promote inclusion. Staff keep parents adequately informed about their child's welfare and day through verbal feedback.

There are suitable systems in place for caring for children with special educational needs and/or disabilities. Staff are aware of the need to work in partnership with agencies and other providers, where required, to promote consistency in a child's learning and welfare. As children only attend the playscheme in holiday times, staff rely on parents to give them information about children's learning and development. However, staff do not encourage all parents to share what they know about their child's development and progress in school. This limits the ability of staff to provide appropriate activities that will meet children's individual learning needs.

Staff encourage children and parents to share their views about the playscheme so that improvements can be made. The manager encourages all staff to contribute to the ongoing evaluation of the playscheme. They satisfactorily identify areas for development and regularly share ideas with the other council run playschemes. Additional advice is sought from the local authority that helps them improve outcomes for children. The manager actively promotes staff development through the use of regular appraisals and ongoing training.

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

Children quickly settle into the playscheme and show they feel safe and secure. They are happy and beginning to form positive relationships with others. Staff are caring, friendly and interact appropriately with the children. In the playscheme, children secure the skills they require in order to continue to progress in their learning. They play appropriately together and learn to take turns. Staff encourage older children to help the younger ones. Children respond positively to instructions from staff and quickly learn the rules. They show they are developing a sound awareness of how to stay safe. For example, they confidently explain what they must do, and why, when playing on large equipment. Staff arrange visits from police and fire officers that help children develop their understanding of safety.

Staff use observational assessment to plan and provide activities that help children make satisfactory progress in their learning and development. However, there is an over emphasis on long term planning and assessment that covers every area of learning. As a result, staff are less focused on child-initiated play that builds on the abilities and interests of individual children and meets their needs. Despite this, children have fun at the playscheme as they play with a satisfactory variety of toys and resources. They enjoy the relaxed atmosphere where they get to make some choices about their play and activities. For example, they like to play table tennis and make models using the construction sets. They enjoy taking part in craft activities and playing with dough. However, the organisation of the resources restricts the opportunities for children to independently choose what they want to play with.

Children confidently talk with adults about what they are doing and share their experiences. They develop a respect for differences in society as they engage in some activities where they learn about the wider world. Children's home backgrounds are suitably acknowledged in the playscheme. This enables all children to learn about the diverse lifestyles represented in the playscheme. Children also enjoy visits from local organisations and zoos where they find out about different animals.

Children develop a suitable awareness of how to maintain a healthy lifestyle. They enjoy plenty of fresh air and exercise at the playscheme. They engage in a variety of physical activities both indoors and outdoors. They have easy access to their water bottles when they get thirsty. Children adopt good personal hygiene practices. Staff encourage children to eat healthily by planning 'Healthy Mondays'. Children make healthy foods, such as fruit kebabs and pizzas. They also take part in organised activities where visitors demonstrate, in a fun way, what is good to eat. However, staff do not consistently promote healthy eating throughout the week as they do not always provide children with a choice of healthy options at the tuck shop.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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