

14th Scout Hut Holiday Playscheme

Inspection report for early years provision

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Inspector

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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

The 14th Scout Hut Holiday Play scheme opened in 1994 and operates from self-contained premises. It is situated in a residential area in Southgate in the London Borough of Enfield. It is managed by the Play Development Team in the local authority. Children access a large hall and toilets. They also have access to an enclosed garden. The setting is open during the summer holidays for four weeks from 9am to 5pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged three to under eight years may attend at any one time. There are currently two children in the early years age group on roll. Children aged up to 11 years may also attend. The setting supports children with special educational needs and/or disabilities. The setting employs five staff half of whom hold recognised early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are active and well occupied and make good use of the indoors and outdoors at the setting. Staff develop secure relationships with children and their parents overall, to provide an inclusive service. They work well in partnership with parents to support children's individual needs. Staff demonstrate a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- strengthen the key person system to further enhance relationships with children and their parents.

The effectiveness of leadership and management of the early years provision

Staff have a consistent awareness of safeguarding issues and receive regular training and updates. Clear child protection procedures are in place. This promotes children's welfare effectively as staff know how to respond to any child protection concerns. Management provide effective induction and training systems so that staff are well prepared and informed at the start of each play scheme. This promotes the smooth running of the setting. Staff work effectively in partnership so they are well deployed to supervise children appropriately at the setting and on outings. Children have access to a good selection of resources, equipment and activities, which are suitably maintained. Children are fully involved in their play and make choices from the variety of play equipment available.

The management effectively evaluates the setting to identify areas of good practice and areas to make improvements. Good communication between staff and management means that staff identify improvements on a daily basis. Staff work flexibly together as they listen and act on issues raised by children and parents. Furthermore, management and staff evaluate and set realistic targets for improvement. As a result, outcomes for children are good.

The play scheme provides an inclusive service for children. Staff know the children well as they work well in partnership with parents to find out how they can meet their individual needs. Consequently, staff discuss and plan how they can sensitively provide extra support if needed.

The staff develop effective relationships with parents. Useful information is available for them about the play scheme's events, policies, and procedures. Appropriate systems are in place so parents and children can provide information about their individual interests and abilities before they start. Parents also provide permission for outings and support for children's health needs including emergency medical advice. Good communication systems between staff and parents mean that individual feedback is given about children's daily progress. The staff are keen to work alongside other agencies as and when the need arises to support children's learning, development and welfare.

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

Children show they are happy and confident as staff relate very well to them and recognise their unique personalities and individual needs. They easily approach staff for support. For example to ask questions about their routine or to request different play equipment. They settle easily and quickly become absorbed in their activities. Children are proud of the monster puppets they have made and happily show adults and children at the setting. Staff support them well and extend their interests by providing more resources to build a puppet theatre.

Meal times are relaxed and children can choose whether to eat indoors or outside in the shade. They use this time to get to know each other as they chat to the adults and their friends. For instance, children ask each other to guess their last names, which they really enjoy. They share stories about their younger siblings and pets. Consequently children who attend different schools are making firm friendships with each other. Children's confidence is growing as they receive regular praise for their good behaviour and skills. They are visibly pleased when staff praise them for their creative and physical skills. Staff remind them of the rules they have set, which helps them to take responsibility for their behaviour and to behave well. Staff encourage children to use the different areas of the setting to play in small groups if they feel tired or overwhelmed, which further promotes their good behaviour and sense of belonging.

Staff have an effective understanding of the Early Years Foundation Stage to help

children enjoy and achieve. Their planning of activities is flexible and caters for their individual needs and interests. New children settle well however, the key person system is still in its infancy and is an area the staff are planning to improve as part of their self evaluation. Planned and spontaneous activities help children make progress towards the early learning goals and learn skills for the future. For example, children learn independence skills as they make choices and take responsibility for their lunch bags on outings. They have good opportunities to develop their creativity during role-play and during art and craft. They are pleased with their results and beam with delight as staff praise them for their achievement.

Children are learning the importance of a healthy lifestyle. They enjoy being active and sharing their physical skills and abilities with each other. Staff reward their enthusiasm by arranging a spontaneous show and tell session so children can demonstrate their skills. This inspires both boys and girls to take part. Younger children are keen to get involved so they can learn how to use hula hoops and practice hand stands.

Children demonstrate a firm sense of security and safety. They learn important messages about keeping safe on outings before they leave the setting. For instance, staff remind them of potential hazards they may come across. Staff teach children about the importance of keeping safe in the sun and make time for children to relax indoors at regular intervals.

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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