

Woodlands Playscheme

Inspection report for early years provision

Unique reference number

127784

Inspection date

06/08/2012

Inspector

Claire Parnell

Setting address

Woodlands County Primary School, Hunt Road, Tonbridge,
Kent, TN10 4BQ

Telephone number

01732 355577

Email

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Woodlands Playscheme opened in 1993 and is run by Tonbridge and Malling Borough Council. It operates from two rooms and an interconnecting hall in Woodlands County Primary School in Tonbridge, Kent. A maximum of 100 children may attend the scheme at any one time. The setting is open each weekday from 9am to 1pm during the school summer holidays. All children share access to secure, enclosed outdoor play areas.

The playscheme is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently over 100 children aged from four to 11 years on roll and of these 30 are in the early years age group. Children come from the local area. The setting currently supports a number of children with special educational needs.

A team of 11 part time staff are employed and nine of them hold qualifications to a level three, mostly in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff make generally good provision to promote children's welfare and their learning and development is supported well. The playscheme provides a welcoming, inclusive and positive learning environment for children who engage in a broad range of activities with older children. Staff and managers actively engage with parents to support young children's ongoing welfare. Overall, the liaison with other professionals promotes consistent approaches for children. The provision's effectiveness is mainly evaluated by management who successfully identify strengths and areas for improvement demonstrating a strong 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:

- improve systems to minimise the risk of cross-infection with particular regard to identification of clean cups at the snack bar.
- encourage all staff to be involved in the continuous evaluation of the effectiveness of the provision
- devise systems to improve effective communication between settings children attend to support continuous learning

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded effectively due to the vigilance of a well managed staff team and the positive implementation of the provision's policies and procedures. Staff have clear knowledge of procedures to follow in the event of a concern about a child. All staff have completed up to date child protection training. Safety procedures for the daily security and safety of children are closely adhered to. For example, staff supervise the exits and entrances when parents arrive and collect their children. Staff are also well deployed throughout the whole session. This is a particularly effective practice as the children have access to a very large play and learning environment within the school grounds. All necessary checks are in place for all adults working directly with children and visitors are recorded and supervised accordingly. Effective fire evacuation procedures are in operation and drills are completed on a weekly basis. This helps children to learn about how to keep themselves safe. Comprehensive risk assessments are carried out by all staff and managers to provide a safe, stimulating and secure environment.

A comprehensive self evaluation form is completed by the provider before the start of the playscheme's first week. The managers and provider evaluate the effectiveness of the scheme at the end. The manager and deputy identify changes to be made and areas that are effective practice each day. However, the staff team are not always involved in the evaluation process. Therefore they are not actively encouraged to put forward their ideas for improvement based on reflective practice of their work with the children. Staff receive good levels of support from a clear management team who interact with them on a daily basis.

Children have access to a good selection of resources, activities and equipment. The indoor and outdoor environments are used well to promote children all-round development. Children confidently use both environments, reflecting the positive use of space and natural resources. For example, young children explore the bird feeding area asking questions and experimenting with movement and skills. Staff use their skills and past experiences to good effect, gelling well as a team and sharing good practices amongst themselves. Training, as part of the staff's induction, is used well to implement the provisions policies and procedures. Many of the resources, especially the art and craft materials, positively portray diversity and equality. Children have equal access to all the resources and boys and girls are seen actively participating in activities.

Parents are engaged positively in their child's experiences here. Parents are asked for details about their children before they start including information about their backgrounds and their particular interests. Staff have access to this information throughout the day. Parents make positive comments about how well the staff look after their children and talk about how approachable they all are. Parents also make comments to management via an email address. Staff gain information from parents about other settings children attend but do not actively engage with the settings to support children's learning and development fully. The provision has some successful links with other professionals involved in children's care. Many staff work in local early years settings during term time, so have close connections

with children and their families, therefore promoting good levels of continuity.

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

Most children arrive happy and settle quickly. Staff are quick to help settle children who have not attended the playscheme before, explaining where activities are, where they can play and constantly giving reassurance to children and their parents. Older children also attend. These children are positive role models to the younger early years children, helping them to settle, taking care of them and inviting them into their play. Children are appointed a key person who uses the information about them to find activities that link to their interests and initiate conversations about home life to help them feel confident in their surroundings. Children thrive as they participate in the planned activities, using their imaginations to create and plan designs at the craft table, using the resources supplied but confidently asking for additional resources as they wish. Children converse with adults and their peers confidently, communicating their needs and their feelings. Most children talk happily about the time at the playscheme and talk with eagerness about the days ahead. Children have access to some books that reflect their interests and background but they demonstrate most skills through mark making and early signs of writing, naming their finished masterpieces confidently. Children confidently explore their surroundings, making marks in the mud with sticks and asking questions about the bird feeders, leaves and seeds on the trees. Staff encourage the use of numbers and colours in children's art and designs, asking effective open-ended questions to observe their achievements in all six areas of learning.

The provision makes clear evaluative observations of children's achievements. Staff make positive comments to the children and these achievements are fed back to the key person to update children's progress records. Activities are planned for according to staff's observations of children's progress through an informal system that promotes all early years children's next steps.

Children's wellbeing is promoted well. Staff have access to key information relating to medication and health issues. Independent hygiene practices are highly promoted; children take themselves to the bathrooms, washing their hands before snacks and lunch as well after using toilets. Staff constantly remind children about the importance of fresh air and exercise. Children thoroughly enjoy the activities outside, using movement and space to show newly acquired skills to others. Young children show staff with pride how they balance on the wooden equipment and move from one hanging tyre to another, gaining confidence in physical coordination. Children buy their snacks and drinks throughout the day and bring their own lunch and water bottle. Children help themselves to drinks at the snack bar but the system to identify clean and used cups are not easily identifiable to children.

Behaviour is good in the provision and any inappropriate behaviour is dealt with positively and promptly, providing a fair and equal system to help children

understand the impact of their actions on others. Older children are very positive role models for behaviour and also encourage the younger children to try new activities and become involved in large group activities. Children receive plentiful praise and encouragement, helping to develop children's self esteem and pride in their achievements.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----