

Tottington 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

Tottington Holiday Playscheme registered in 2001 and is run by a committee of volunteers. It operates from four classrooms, the gym and sports hall in Tottington High School, Bury. There is a playing field and playground for outdoor play. Separate areas are used for children under eight years. Most of the children who attend live in the local area.

The setting operates between 9.30am and 4pm for three weeks of the summer holidays and is registered to care for a maximum of 200 children under eight years at any one time, 50 of whom may be in the early years age range. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

At the present time a total of 19 staff, including volunteers, work with the children. At least half of these have relevant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and relaxed in the welcoming and friendly setting. Overall, the wide range of activities provided ensure all children have good opportunities to enjoy their play and learning. The majority of the required documentation is in place, suitably organised and available to promote children's care, safety and welfare. A clear registration procedure ensures all children are included and individual needs are met. Generally, satisfactory systems are used to monitor and evaluate the quality of the provision to ensure continuous improvement is suitably maintained.

What steps need to be taken to improve provision further?

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

- ensure records are easily accessible and available for inspection, particularly in relation to first aid training (Documentation).
- 20/08/2012

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

- give children more opportunities to contribute their ideas and interests in planning their activities
- develop the system used to monitor and evaluate the quality of provision to include the views of parents, carers and children.

The effectiveness of leadership and management of the early years provision

Children's safety is securely promoted within the setting, as staff and volunteers have a clear understanding of safeguarding procedures and know how to implement them effectively. Staff members are appropriately qualified and deployed well, ably supported by a team of young volunteers, to provide good levels of support and supervision to all children attending. All staff members are vetted for their suitability and have completed the required Criminal Records Bureau checks. An induction day for young volunteers prior to the scheme's operation is held. This means that they are fully aware of safeguarding procedures, their roles and responsibilities in engaging with children, and promoting their play, welfare and safety. In addition, many of these used to attend the setting, which means they have a good understanding of the day-to-day operation. Staff are vigilant at all times, particularly when workmen are present on site to ensure that they do not access areas where children are. Most of the required documentation is in place for the safe and efficient management of the provision and to meet the needs of the children and promote their overall well-being. However, there are no records available to confirm which members of staff have completed appropriate first aid training. This is a breach of requirements.

The manager, staff team and volunteers work well together and are deployed well to support children's care and safety. The resources are accessible so that children can make some choices about their play and learning. They demonstrate a sound commitment to improvement as informal systems are in place to evaluate strengths and areas of weakness at the end of each play scheme. However, this is not yet fully developed to incorporate parents' and children's views. Recommendations from the previous inspection have been addressed, which has improved children's overall care and safety. Equality and diversity are fostered appropriately through a range of activities that extend children's understanding of the world around them; a current theme being the Olympic Games.

Generally, positive relationships with parents and carers, which benefit children, are formed as many children attend each year and, as a result, are well known to staff. Links with the local schools and the community are formed through enrolment days, and links with other services enable the setting to support children's individual welfare and learning needs. Information is available for parents in the form of written policies and procedures, notices and letters. Parents comment very positively on the care, safety and activities provided for the children and how they have developed their social skills and made new friends.

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

Children have a clear sense of belonging and settle down quickly upon arrival. The staff provide a relaxed environment where children can play together freely. A good range of activities are available which link into the different areas of learning and support children's progress and enjoyment. Staff organise the space to provide

children with designated for specific play experiences, such as, sports activities, crafts, creative activities and the playroom. Children choose which area they wish to play in at each session and can negotiate a change to a different area if they wish. However, this sometimes limits children's opportunities for free choice. In addition, children's opportunities to contribute their ideas and interests to the planning of how they will spend their free time are limited.

Children build positive relationships with their peers and they enjoy playing imaginatively together, using dressing-up clothes or puppets. They form warm, trusting relationships with the adults and invite them to join in their play. Children can express themselves creatively through a range of craft materials; they concentrate well as they sew, use felt shapes or draw and paint 'under the sea' pictures. Younger children enjoy playing with the older children; they play harmoniously with small world figures or construction sets, developing skills in problem solving while having fun.

Children manage their own health and hygiene well as they are encouraged to independently practise their personal care. Staff and volunteers are conscientious about good hygiene routines. For example, in their preparation and serving of snacks from the tuck shop, they take care to minimise the risk of cross-infection by wearing disposable gloves. A healthy lifestyle is encouraged through indoor or outdoor play and exercise. Children enjoy playing ball and team games in the school playground or parachute play. Children's understanding of healthy eating is promoted at snack time through the availability of fresh fruit. They have free access to water, which enables them to remain hydrated. Children are developing an appropriate sense of safety as they know to inform a member of staff prior to leaving a room and line up carefully in an orderly manner prior to going outside. They respond well to the setting's positive approach to behaviour management. As a result, they behave well and show care and consideration towards each other.

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	2
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	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	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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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