

Hertswood Centre Playscheme

Hertswood Leisure Trust, Hertswood Centre, Potters Lane, Borehamwood, Hertfordshire, WD6 5LG

Inspection date	31/10/2012
Previous inspection date	14/04/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children have warm and friendly relationships with the staff and each other. This means they gain a sound sense of belonging in the setting.
- Children learn new skills through effective teaching.
- Children have many valuable opportunities to exercise and play energetic games.

It is not yet good because

- Managers and staff have a lack of knowledge of the revised Early Years Foundation Stage requirements for the children's records and staff recruitment.
- There is a lack of resources and on occasions staff are not effectively deployed with the children.
- There is insufficient information on children's prior skills, knowledge and interests when they start at the playscheme.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the large sports hall, viewing area and squash court.
- The inspector held meetings with the manager of the provision, the centre manager and the nominated person.
- The inspector looked at planning documentation, risk assessments, photographs of the summer playscheme and a range of other documentation.

Inspector

Sheila Harrison

Full Report

Information about the setting

Hertswood Centre Playscheme registered in 1996 and is a registered charity run by Hertsmere Leisure. The playscheme uses a leisure centre in Borehamwood, Hertfordshire. Children have access to the sports hall, squash courts and dance studio. Supervised outdoor activities are organised in a shaded tarmac area. The scheme operates during some school holidays, Monday to Friday from 8.30am to 5.30pm.

The playscheme is registered on the Early Years Register and both the compulsory and the

voluntary parts of the Childcare Register. The scheme also accommodates children over eight years and up to 14 years of age. There are two children attending aged five that are within the early years age range. There are a total number of 55 children on roll. There are a total of 16 members of staff with six members of staff qualified to level 3 and two members of staff with qualified teacher status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that people looking after children are suitable to fulfil the requirements of their roles; improve the quality of references obtained to ensure that they relate to childcare
- record all required information for each child attending the provision: to include the name and address of every parent and/or carer who is known to the provider.

To further improve the quality of the early years provision the provider should:

- allow children to participate fully in first hand experiences by; increasing the amount of resources and reviewing the deployment of staff
- extend the assessment of children's prior skills, knowledge and understanding on entry to the playscheme.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The educational programme is appropriate for the needs of the children and complements the experiences children have in school. Senior staff are aware of the areas of learning as detailed in 'Development Matters' and timetables are linked to the routine, physical sports, cooperative games and art and craft activities. Children benefit from interaction with staff that uses a good range of teaching methods to extend their learning and development experiences well. For example, they successfully teach children new skills on the trampoline. A trained PE teacher gives tailored lessons to the children, demonstrating the skills required, giving well-defined instructions and helpful hints. Staff help children achieve well as they talk about getting better at things through effort, practice, and what we all can learn when things go wrong. Other staff support the lesson well, supporting the children to behave well and use the equipment safely. Children thoroughly enjoy their lesson and make good progress, showing good control and coordination in large and small

movements. They move confidently and safely negotiating the space.

Staff are encouraged to bring their interests to the playscheme and this enthusiasm engages and benefits the children to become more deeply involved in new activities for them to explore. An interest in theatre enables children to develop their performance skills and give a highly enjoyable concert to their friends.

Staff tailor the activities to meet the needs of the children that attend. They clearly explain the rules of the game and check the children's understanding so that the children can follow instructions and focus their attention on the game. During some holidays staff organise visits to the local children's farm and invite exotic animal specialists to visit. Children enjoy learning about the habitats, and how to handle the animals with care. Staff demonstrate that they quickly put in place suitable procedures to include those with special educational needs and /or disabilities in discussion with the parents and other professionals.

The contribution of the early years provision to the well-being of children

Children are forming secure attachments. They have good relationships with each other and learn to respect and tolerate different age groups in shared play. The key person system for early years children ensures a focus on children settling well into the setting. However, the 'all about me sheets' are completed at the playscheme after a child starts. This limits opportunities for staff to build on children's prior learning and to promote continuity and progress in their play. Older children are good role models for the younger children and act as buddies showing them around the premises and helping them with simple self-care schemes such as hand washing. The playscheme offers a welcoming indoor environment to support children's physical development very well. Children have many beneficial opportunities to play vigorously. They greatly enjoy a game of 'port and starboard' in the squash courts and 'sharks and lifeguards with the parachute'. Staff sensitively observe when the children are tired and allow them to rest.

Staff work well as a team and have a clear understanding of what constitutes acceptable behaviour. Children demonstrate a good understanding of how to play safely. Staff are well deployed to ensure children are suitably supervised and great fun is enjoyed in a parachute game. However, during some times of free play staff do not fully interact with the children or have sufficient resources. This limits opportunities for children to be inspired and initiate their own learning.

Staff ensure that children are developing a good understanding about healthy practices. They encourage children to eat fruit during the morning snack and when children are spending their money after lunch they encourage them to choose the healthier options from the vending machine.

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

There are suitable procedures in place to ensure children are cared for in a safe and secure environment. The premises are secure and staff ensure that unauthorised people do not have unsupervised access. All areas that children play in are safe as staff check them before they are used and rigorous risk assessments are in place for the building and the activities the children undertake. Most staff hold appropriate first aid certificates which means they know how to act in the event of an emergency. Staff understand their duty to protect children. They all have induction training and frequent reminders of the safeguarding procedures. Staff have suitable understanding of the signs and symptoms of child abuse and know to report concerns.

The management has a basic understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage, including satisfactory procedures for vetting and inducting staff. However, some of the appraisal systems do not specifically mention their roles as childcare workers. Also, references are generic for all posts in the centre and do not include the suitability of the applicant to work with children. Some individual records of the children do not contain sufficient information on the children and their families before children start at the playscheme. The staff do not consistently keep records of the names and addresses of all parents and/or carers known to them. This does not fully safeguard children in the recruitment and registration process.

Staff undertake rudimentary monitoring systems through discussions on what is working well. They have an adequate view of the overall programme to ensure children have an enjoyable holiday experience. The manager and staff ensure that children can give their views on the activities and use the children's suggestions in future planning, for example, trips to the cinema. They have adequately addressed the actions given at the last inspection to improve staffing arrangement, to keep accurate registers and to review the planning to give more information to parents.

The playscheme works well with parents and external agencies to meet children's individual needs. Appropriate interventions from outside professionals are very useful in supporting children with special educational needs and/or disabilities. Playscheme staff visit the schools that the children attend during family days and summer fairs to promote health and safety, such as safety around water and the health benefits of exercise. This enables children to be confident that in attending the playscheme they will recognise some of the staff.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a record of the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (Records to be kept) (also applies to the voluntary part of the Childcare Register).
- take action as specified above (Records to be kept).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	130528
Local authority	Hertfordshire
Inspection number	817894
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	5 - 14
Total number of places	70
Number of children on roll	2
Name of provider	Hertsmere Leisure
Date of previous inspection	14/04/2009
Telephone number	020 8387 5600

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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