

Asha Neighbourhood Project Play Scheme

The Building Blocks Centre, Maud Avenue, LEEDS, West Yorkshire, LS11 7DD

Inspection date	30/10/2012
Previous inspection date	18/02/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are interested and excited by the range of activities available throughout the play scheme and are well supported by knowledgeable staff.
- Children behave well and show respect for each other. Children of all ages play cooperatively together and older children play harmoniously with younger ones.
- The play scheme builds very good relationships with the parents and local community and is responsive to their needs. Parents are well informed of the timetable of activities and their child's participation on a daily basis.

It is not yet outstanding because

- Although the provision evaluates their service, they are still continuing to develop this in order to clearly show the impact of improvement over time.
- The range of books available for children is aimed particularly at the youngest children and does not support all children's interest in reading.

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 main playroom.
- The inspector held meetings with the deputy manager of the play scheme and held a telephone discussion with the manager.
- The inspector looked at a range of policies and procedures and other documentation.
- The inspector also took account of the views of a parent spoken to at the session.

Inspector

Linda Filewood

Full Report

Information about the setting

Asha Neighbourhood Project Play Scheme was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the Building Blocks Centre in the Beeston area of Leeds and is managed by a committee. The play scheme serves families from the local community. There is a small fully enclosed area available for outdoor play.

The play scheme employs four members of childcare staff. Of these, a minimum of three staff work with the children at each session, two of whom have a childcare qualification at level 3. The play scheme is open each weekday during school holidays, with the exception of Christmas and spring bank holiday, between 1pm and 3pm. When on outings these hours are extended. Children attend for a variety of sessions. There are currently 24 children from five years to 12 years on roll. The play scheme supports some children who speak English as an additional language.

What the setting needs to do to improve further

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

- develop evaluation and monitoring systems to identify all gaps in the provision and the impact of continuous improvement for children over time
- extend the range of available books to support children's interest in reading.

Inspection judgements

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

Children choose how they want to spend their time and staff facilitate this well to ensure each child remains interested, challenged and involved, according to their individual needs and abilities. Staff interact well with the children who readily turn to them for support when needed. They constantly engage in conversation with children, supporting their communication skills and children of all ages chatter freely together during play activities. A good range of activities is planned for each day of the play scheme, generally based around the areas of learning, and parents are kept well informed of these. Outings are varied and carefully planned to meet the needs of the differing ages. For example, children visit the museum located next to a ruined abbey to learn of the local history and enjoy an age-appropriate film on a trip to the cinema on another day.

Systems for observing younger children's development takes account of the length of time children are in the play scheme and staff are confident in addressing any concerns they might detect. Staff know the children well and ensure children are well supported through a key person system. Parents receive good information on the activities that are planned for at each session so that they are able to choose which sessions their child attends. The staff team places a high emphasis on making sure that they are responsive to the needs of the children and parents, and consult them before and after each play scheme.

Children are warmly welcomed into the play scheme, which is prepared each day before

they arrive, unless they are going out on visit. As a result, children separate from their carers easily and quickly become involved in activities such as T-shirt printing. Staff guide children by showing them the tools available for them to use and then let the children's imagination take over. This develops children's confidence and allows them to develop their creative skills. As a result, each T-shirt is uniquely designed and children proudly show them to their parents when they return at the end of the session. Resources are well placed to allow children space to be active during the session. However, the range of books that is readily available to children are few in number and only suitable for very young children. Therefore, this does not sustain children's enjoyment or interest in looking at the books or fully foster literacy development.

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

Staff work well together and are deployed effectively to ensure that all children are well supported in their activities and supervised well at all times. Children of all ages play well alongside each other. They renew previous friendships formed at other holiday play schemes and make new ones. Children behave well because staff are good role models and help foster children's understanding of others.

Children freely access a wide range of resources and play opportunities, freely choosing their own play and learning. This encourages them to be independent, whilst also having the support from staff who know them well and are closely supervising them. For example, children chose and thoroughly enjoy team games of chase at the end of the session. Staff watch closely to make sure children of all ages get equal turns, play by the rules and keep themselves safe, by understanding the hazards of running too quickly.

Children are learning effectively about how to keep themselves safe and healthy. Staff talk to the children before going out on visits so that they learn to be aware of dangers. Children enjoy a good range of activities, both indoors and outdoors. For example, they refine their physical skills as they use balancing equipment and skipping ropes indoors. They work cooperatively together to hold the ends of a long skipping rope whilst other children skip. At other times they benefit from fresh air and exercise through regular trips to the park. Children practise a fire drill at the beginning of each play scheme so that they know what to do in an emergency and are familiar with the routine.

Staff promote good hygiene practices well and children learn the importance of washing their hands after toileting. Plenty of pictures in the toilet area further supports their understanding. Some sessions are very short so children do not have a snack or lunch, but for longer sessions, when children go on outings, parents supply a packed lunch. Staff make sure that lunches reflect healthy eating and confidently discuss with parents if they have any concerns about the content of the lunchbox. They use opportunities during lunch time and during baking or pizza-making sessions to discuss healthy eating with children so they develop a good understanding. Children have easy access to water, which staff offer frequently.

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

Activities are child-led, with staff providing a good balance of learning and development opportunities across the areas of learning that are suitable for the abilities and ages of the children attending. Staff value children's comments about activities and take these into account when planning future activities. They have a good knowledge of the learning and development requirements of the Early Years Foundation Stage and have attended relevant training. This offers particular support to the younger children, who now have a key person in place to specifically support them.

There are robust recruitment and vetting procedures in place, including the successful induction of new staff and volunteers. This ensures that they fully understand the policies and procedures in place to support children's welfare. Policies are renewed regularly so they are in line with current requirements. Children's well-being is safeguarded effectively because all staff have a sound understanding of their role in child protection. They are all aware of the procedures to follow should they have a concern regarding any child in their care. There are secure systems in place to ensure children's safety at all times and staff carry out regular risk assessments, both indoors and outdoors.

Very good introductory arrangements with parents ensure all children's individual needs and requirements are well met. For example, comprehensive information is gathered from parents before children start. Parents comment positively about the detail they have to give at the beginning of each play scheme, which ensures that staff have all relevant up-to-date information. They are happy with the high priority staff place on keeping children safe, especially on outings. Parents happily recommend the play scheme to other parents. The management team and staff effectively evaluate the provision and take account of the views of parents and children. For example, following a suggestion from parents, families do not now have to book a place for the whole play scheme so this releases places to other families who wish to attend. The play scheme is continuing to develop their evaluation and monitoring systems in order to help them drive further improvement. All the recommendations and action raised at the last inspection are addressed, improving the outcomes for children. However, monitoring systems are not currently robust in identifying all gaps in the provision and the impact changes have for the children over time.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY295892
Local authority	Leeds
Inspection number	820145
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	5 - 17

Total number of places	24
Number of children on roll	24
Name of provider	Asha Neighbourhood Project Ltd
Date of previous inspection	18/02/2010
Telephone number	0113 2704600

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Type of provision

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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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