

Bells Lane and Aspley Surprise Playscheme

Bells Lane Community Centre, Amesbury Circus, Nottingham, Nottinghamshire, NG8 6DD

Inspection date	25/10/2012
Previous inspection date	27/07/2010

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		3
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

- Staff are motivated and work well with one another. They are happy to join in with children's play which in turn helps children to feel valued and supported.
- The staff ensure children feel settled, secure and happy while at the setting.
- One of the main focuses of the playscheme is arts and crafts activities, which helps to develop children's creative development.
- The older children's behaviour is good and they are caring and supportive towards the younger children.

It is not yet good because

- There is no clear procedure in place to ensure all staff are consistent with the use of mobile phones and cameras in the setting.
- The setting has not carried out any formal self-evaluation to accurately assess the quality and impact of the provision in supporting children's learning, development and well-being.
- There are limited opportunities for children to raise their awareness of healthy eating as at snack time mainly unhealthy options are provided for them to choose from.

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 hall and playroom.
- The inspector spoke with the manager, staff and older children at appropriate times throughout the inspection.
- The inspector looked at planning documentation, a selection of policies and procedures and children's records.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Sue Riley

Full Report

Information about the setting

Bells Lane and Aspley Surprise Playscheme has been registered since 1987. It is run by the Bells Lane and Aspley Tenants and Residents Association Committee. The playscheme operates from a community centre in Nottingham and is open to children aged five to 15 years. The children who attend are mostly from the local community. The playscheme operates during all school holidays except for the Christmas break. The sessions run 10am to 1pm from Monday to Friday. Children have access to the main hall, playroom, reception

area, kitchen, toilets and an outdoor area.

The playscheme is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 90 children aged from five years to 15 years on roll, of whom, one is in the early years age range. However, at the time of the inspection there were no early years children present. The playscheme supports children with special educational needs and/or disabilities. There are 11 regular volunteers who work with the children. Of the volunteers five are qualified at level 3 and above.

What the setting needs to do to improve further

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

- update the safeguarding policy and procedure to include a statement about the use of mobile phones and cameras in the setting.

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

- make effective use of evaluation systems to ensure that the quality of children's learning, development and care continues to improve
- develop children's awareness around healthy eating, for example by providing more healthy options for snack time.

Inspection judgements

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

The staff are fully aware of how to support children in their learning and development and discuss how they plan appropriate activities to cover the seven areas of learning to provide a child-centred educational programme. This mainly focuses on physical, social, communication and creative development. The main hall is used for the physical activities and team games are played, this helps children to develop secure relationships, through playing cooperatively and learning how to take turns. The older children encourage the younger children in what they do and fully include them in their teams. The arts and craft room is very well presented with a wealth of accessible resources and activities which allows children to develop their own ideas. Through the planned session the staff allow children to have time to explore and persist at their chosen activities, this means that children become active learners as they maintain focus and concentrate on what they are doing. Having two defined areas means that children in the art and craft room cannot be

easily distracted and can problem solve for themselves as they test out their own ideas. Staff encourage children to talk about their home lives through general discussions, and events that happen locally, which helps children to learn about other people and their community.

The provision runs a 'Tuck Shop' towards the end of the session which allows children to make their own choices and learn about the value of money. However, staff do not use this opportunity to help children learn about healthy eating as the majority of snacks offered are crisps, sweets and fizzy drinks which do not promote children's health as well as possible. Staff do provide some fruit for children to choose the healthier option, for example, apples. The staff demonstrated through discussion how they have supported families with children with additional needs appropriately. Since the last inspection they have developed a key person system to support the early years children in helping them to settle within the provision. This means that the children can form appropriate bonds and attachments with the staff. At the beginning of the session all children listen to the rules of the provision and what is available for them to do. The staff reinforce the fire procedures with the children so they all know what to do in the event of an emergency, this helps children to keep themselves safe.

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

The benefits of a key person approach means that the child feels special and is treated as an individual. Staff are aware that each child is an individual and treats them with respect. The older children use good manners without being reminded and the staff praise them for this. The provision's ethos focuses on helping children to manage their feelings and behaviour in a positive manner and this helps children to form positive relationships. As part of the routine all children are encouraged to help with the tidying and clearing away of the activities. These routines help children to care for the immediate environment. When planning the activities the staff encompass other cultures and beliefs to raise children's awareness and understanding of different lifestyles.

As part of the routine children are encouraged to wash their hands before eating their snack, this helps them to embed and understand self-care practices. Staff explain that with having lots of physical activities the children can practice and develop their large and small movements. Today the older children play rounders and cricket, which helps to develop children's hand to eye skills as they hit the ball with control and then run around objects. Also, within the art and craft activities, children can practice their finer skills as they cut out objects, glue and paint with control. They are provided with activities to be active and begin to develop a healthy lifestyle. When the weather is suitable the children have opportunities to be physical outside in the fresh air. However, due to the lack of provision for healthy foods children are not learning what constitutes a healthy diet.

Staff notify parents of any contagious illnesses, during the last holidays an outbreak of Chicken Pox occurred and all parents were sent a letter to inform them. This is clear evidence of the setting working in partnership with parents and protecting children. Documentation shows that staff ensure they have appropriate consents in place from parents to safeguard children. At the beginning of each session the children are informed

which staff are the first aiders of the day and the reasons why to go to them if they have an accident. This helps children to be independent and take responsibility for themselves.

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

Staff demonstrate by discussion and documentation that they have a satisfactory understanding of their responsibilities to meet the learning and development requirements. They plan a range of activities to cover all areas of learning. Although there are no formal observations and assessments in place the staff do know what the children can and cannot do. Staff know how to support the children as and when needed, for example, when to stand back and let the child try for themselves. A key person system is in place to support the early years children. Links with parents are sound and opportunities are available at the beginning and the end of each session to share any relevant information. This helps to ensure staff are aware of children's individual needs and parent's requests. Parents are also informed of their child's time at the provision and any progress made.

Staff are aware of their role and responsibilities with regard to protecting children in their care. For example, a range of policies and procedures are in place and staff recognise possible indicators of abuse. They know who to contact should they have concerns, and this helps to protect children's welfare. However, the safeguarding policy and procedure does not cover the use of mobile phones and cameras in the setting, which means that the staff are not aware of when it is appropriate to take photographs and the use of them in order to protect children of all ages. Risk assessments are in place and daily safety checks enable the staff to check to see if the play areas are safe for the children to use. All staff are volunteers, however, suitable recruitment procedures enable the manager to check that staff are capable of their roles. Informal processes are in place for performance management and training is offered for the continuous professional development of staff.

Parents are very positive about the provision and feel that it meets their children's needs through what is provided. They feel the provisions strengths are the activities that they offer and the volunteer staff who always put the children first. The systems for self-evaluation and monitoring practice are not fully established because staff do not formally seek the views of parents or children in helping them to improve the provision that they offer.

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:

- implement a written statement of procedures to be followed for the protection of children. (Arrangements for safeguarding children) (Compulsory part of the Childcare Register)
- implement a written statement of procedures to be followed for the protection of children. (Arrangements for safeguarding children) (Voluntary part of the Childcare Register)

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	254517
Local authority	Nottingham City
Inspection number	818474
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	5 - 15
Total number of places	69
Number of children on roll	90
Name of provider	Bells Lane and Aspley Surprise Playscheme
Date of previous inspection	27/07/2010
Telephone number	0115 9134997

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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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