

British Library Holiday Playscheme

British Lending Library, Boston Spa, Leeds, West Yorkshire, LS23 7BQ

Inspection date	01/11/2012
Previous inspection date	22/12/2009

The quality and standards of the early years provision	This inspection:	2
	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		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

- Highly effective inclusive practices mean that children with special educational needs and/or disabilities and from differing ethnic backgrounds are well-supported and integrated into the setting.
- Staff know the children well and plan a range of activities to meet their needs, covering all areas of learning, meaning children make good progress whilst following their interests.
- Children are particularly well-supported to develop their ability to work as part of a team through problem-solving tasks. This means they develop personal, social and emotional skills such as sharing ideas, listening to others and taking turns.
- Parents feel confident in the service because there is an effective committee with clear roles and responsibilities who know the setting well.
- Good self-evaluation processes mean that areas for improvement are identified accurately, and actions are taken to address these.

It is not yet outstanding because

- Staff appraisal systems for performance management are not yet firmly embedded to enable individuals to focus on how they can improve their practice.

- There is an inconsistency in always identifying the next steps in children's learning after each observation.

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 toured the premises.
- The inspector interviewed the manager, key worker, and a committee representative.
- The inspector reviewed a sample of children's records and the setting's policies and procedures.
- The inspector observed the children and staff undertaking a variety of activities.
- The inspector talked with parents.

Inspector

Geoff Dorrity

Full Report

Information about the setting

The British Library Holiday Playscheme opened in 1985. It is run by a committee and is on the site of the British Library in Boston Spa.

The setting operates from a spacious portable building with access to an outdoor area. It provides care for the children of employees and contractors of the British Library.

Opening times are Monday to Friday from 8.30am to 5pm during the school holidays. The playscheme is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 40 children at any one time.

There are currently 99 children on roll, three of whom are within the early years age group. Children attend for various sessions. There are 11 staff employed to work with the children, five of whom hold relevant qualifications at degree level, with the rest currently working towards their qualifications. Two members of staff have Early Years Professional status, and three are qualified teachers.

What the setting needs to do to improve further

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

- embed the appraisal system to further support staff identify development opportunities
- ensure continuity in identifying the next steps in children's learning following observations.

Inspection judgements

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

Children make good progress in the club. Staff plan to meet their needs through the use of regular observations. However, these do not consistently identify the next steps in

learning by linking them to development matters and children's achievements. They know the children well through the effective registration process when parents are asked to identify their child's likes and dislikes. Parents comment on how well the club has provided activities to meet these.

There is an appropriate balance of adult-led and child-initiated activities. Effective planning covers the learning areas for each child within themes and topics. There is a focussed activity each week based on the child's individual needs. For example a child who enjoys dressing up, wears a princess costume and is supported by staff to undertake research on the computer. They find a picture of a princess and staff print this off. They sit with the child describing aspects of the picture, whilst the child copies it, so developing their language, information technology and observational skills effectively.

Access to the curriculum is broadened by regular trips out, such as to the National Media Museum where children developed their understanding of making special effects and photography.

Inclusive practice is a particular strength of the setting. Children of all abilities and backgrounds are integrated well. For instance, children with special educational needs and/or disabilities happily play with their peers, are given responsibility to count out the forks at lunchtime and to set the tables, alongside the other children. Staff plan particular activities to meet their needs. A child who is particularly shy is supported by the key worker to join an activity to develop personal, social, and emotional skills. A group of four children are given a pumpkin to make a lantern. However, there is only one knife. They are challenged as to how they can collectively make the lantern. They have a discussion, develop a plan and draw out an agreed design. This means they have to learn to share and be patient. The activity initiates conversations with the children sharing ideas and their thoughts about the evening. This develops their ability to mix with other children and breaks down barriers through being part of the team well.

The indoor environment is organised into separate rooms such as a quiet area for relaxation and an activity room for art and design. There is a separate computer room and an area for cooking. Displays of children's work support learning, with labelling to develop language skills effectively. In the book corner there are challenging questions about genre and illustrator. Other displays particularly focus on knowledge of the world, with healthy food stuffs being matched to their countries of origin. Children have been learning sign language and there are photographs of each sign and its meaning. Resources are arranged for ease of access by the children, with low-level labelled storage. This means children can follow their own interests and plan their own activities.

The outdoor area is used extensively. Large equipment enables children to develop their physical skills well. Children play well together, and often activities are child-initiated. A sports activity evolves out of the children's interest in the display of countries sporting achievements. They excitedly request a repeat of a previous activity. Staff extend this by using the language of measure to extend children's description of the event. They ask 'How high did you jump?' and 'How fast did you run?' meaning children are beginning to challenge themselves in their physical development.

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

Children are extremely safe in the club. The whole site is secure and further security checks are made by the club, such as identification checks, signing in and out books, registration and collection procedures and locked doors and gates.

The key worker system is well-established. They interact with the children and are the first point of contact for the child and their parents. They develop joint strategies with parents to meet the individual care needs of their children and to promote independence.

Children are forming appropriate bonds and attachments. They work well and socialise together across the age ranges. Older children happily include the younger children, teaching them the rules of a game on the computer. They give them responsibility of choosing a selection of videos and then collectively vote on which one to watch later in the day.

Children's behaviour is excellent. There are clear policies and procedures, and children are aware of the boundaries. Agreed rules developed by the children are displayed on the walls and are followed by the children. Staff reward good behaviour by smiley faces on a chart, and lots of praise, which develops children's self-esteem and is a public recognition which is shared with parents. Staff promote responsibility with every child allocated a particular area to look after and keep tidy. Children set the tables at lunchtime and clear up after themselves. They are very courteous to each other and staff, saying please and thank you, and holding doors open for others.

Children are competent at managing their personal needs. Notices around the rooms remind children to use tissues and dispose of them hygienically. Routines such as hand washing are carried out independently. During the day they have access to healthy snacks such as fruit and cereal bars. Drinking water is always available during the session. At lunch, served in the canteen, children choose from a range of healthy options, guided by the staff.

There are strong partnerships with parents. Contact is made at the beginning and end of the day with a verbal exchange of information. Parents are welcome to drop in at any time of the day to see their children. The club also sends parents a regular update by email or text during the day, so parents feel confident in leaving their child at the setting.

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

The children are safeguarded well through robust recruitment and selection processes. Staff know the procedures to follow in the event of a child being abused. Risk assessments are in place and the maintenance of the premises and management of the safety systems are good. The committee ensures that staffing requirements and ratios are met within each session. Accident and medication records are maintained and signed by parents and a copy retained. This means children feel safe and secure in the setting. Parents state how they feel confident that their children are safe in the club.

Policies and procedures are reviewed at staff meetings and implemented by staff effectively. The management demonstrate a clear understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage and all staff have been updated through the use of the Early Years Professional's knowledge. Regular meetings allow staff to explore ideas and contribute to the development of the provision and activity planning which is monitored by the management committee. The committee and the leader monitor the delivery of the educational programmes, and practice, through regular reviews and observations.

Links with parents are good. Parents comment on the effectiveness of the communication channels between the club and themselves.

A formal staff appraisal system has been developed with the chairperson of the committee taking responsibility for this. However, this is not yet fully embedded which means that staff are not clearly supported to identify their professional development needs. As staff are either qualified teachers, hold early years professional status, are higher level teaching assistants, or training to be teachers, the opportunities offered ensure that legal requirements are met. Staff may also access any training delivered by the local authority.

There is a highly competent committee in place, who are committed to further improvement in the club. They have undertaken a self-evaluation of the setting along with the staff. Parents and children contribute to this through the use of questionnaires, and informal discussions and a local nursery headteacher was invited to add an independent view. Through this process the setting has accurately identified its strengths and areas for improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	512549
Local authority	Leeds
Inspection number	819436

Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	40
Number of children on roll	99
Name of provider	British Library Holiday Playscheme
Date of previous inspection	22/12/2009
Telephone number	01937 546740

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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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