

Springside Play4All

Springside With Hamer School, Albert Royds Street, Rochdale, OL16 2SU

Inspection date

Previous inspection date

16/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The state of the art setting is exceptionally well equipped to provide for the additional needs of children.
- Highly organised leadership and management is evident in all aspects of the provision and their attention to detail ensures the smooth running of the club.
- Highly successful strategies engage all parents in their children's care and development in the setting and at home.
- Children's health, safety and development are given high priority and a robust key person system enables children to form secure attachments.
- Staff value the uniqueness of each child, and children thrive in an inclusive environment.
- Staff have secure knowledge and understanding of how children learn and develop, and all the activities are imaginative, multi-sensory, interactive and fun.
- Activities are well supported by professional staff who have high aspirations for all children.
- Committed and enthusiastic staff are focused on what children say and do, and they provide excellent specialist care and support.

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 looked at the premises in relation to health and safety.
- Joint observations were conducted with the manager throughout the inspection.
- The inspector spoke with some members of staff during the inspection and discussed the written observations they had completed.
- The inspector looked at children's activity plans and other relevant documentation.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Cathleen Howarth

Full Report

Information about the setting

Springside Play4All registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register in 2012 to provide out of school care and a holiday playscheme for children with special educational needs and/or disabilities, although the club is accessible to all children. It is run by the management committee of this registered charity. The club operates from a purpose-built school in the Hamer area of

Rochdale. The school is for children with special educational needs and/or disabilities and it is on one level with no lifts or stairs. It is resourced to meet the additional needs of children. The club operates from particular rooms within the school, including the main hall and gym, small hall, food technology room, sensory room and soft play area. Children have access to a changing room and accessible toilets. Access for the children is through the side entrance of the school. There are fully enclosed areas available for outdoor play.

The committee employs 16 members of childcare staff, all of whom hold appropriate level 3 qualifications. The manager has attained Qualified Teacher Status and Early Years Professional Status.

The club is open one Saturday every month. In addition, it opens for two weeks of the summer holidays and one week of the Easter holidays. Sessions run from 10am to 2pm. Currently there are currently 48 children on roll, eight of whom are in the early years age group. Some of the children currently attending have special educational needs and/or disabilities, and the club supports 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:

- enhance the use of information and communication technology, such as through touch screen technology.

Inspection judgements

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

Practice is inspirational, and well-trained, committed staff take time to get to know the children and their families. For example, between sessions relevant information is obtained from parents and schools and is passed to the child's key person at the club. This helps them to get to know what each child can and cannot do and they plan activities around children's interests and goals. Other successful strategies to engage all parents in their children's learning in the setting and at home, include detailed handovers on arrival and departure and follow up calls if required. Children are encouraged to contribute ideas and to evaluate their activities with the staff. Staff then know what works well and what they can do differently to facilitate and improve outcomes for children. Peer observations are embedded and a powerful tool for disseminating good practice throughout an experienced staff team. It is also an important way of helping less-experienced staff improve their teaching and support skills and to absorb the shared values of the team. As a result, children demonstrate the characteristics of effective learning. For example, they are eager

to join in and have a go. They are fully included and involved in the activities that challenge and inspire critical thinking. Staff are clearly interested in what children say and do. Skilful open-ended questioning encourages children to build on what they already know. Relevant examples during the one-to-one hand painting session include, 'Tell me what happens when you mix the red and yellow paint. What colour is it now?'

Provision for outdoor play is exceptionally good. For example, forest school activities include habitats and bug hunts. Children use sticks to prod and scratch the ground looking for bugs, such as hard backed beetles. They drape white sticky tape between branches to make giant spider webs. The child's key person is sharply focused on developing communication and language skills, and supporting their physical, personal, social and emotional development. Children have great fun learning through their self-chosen activities. They enjoy getting dirty and making mud pies. Children with special educational needs and/or disabilities are confident and they build trusting relationships with adults. As a result, they manage their own risk taking extremely well. For example, learning to walk part way through a wicker tunnel on their own. Children's understanding of cause and effect is successfully reinforced through the use of different medium and interactive play, and this includes experimenting with sound and movement. This provides auditory feedback for children and it enhances language and motor skills, develops spatial intelligence and their understanding of cause and effect. However, there are few opportunities for children to use touch screen technology.

Children know that February is the beginning of the Chinese New Year and this is their chosen theme for the month. Children's activities are multi-sensory and those who choose to take part in the food tasting activity have great fun tasting noodles and prawn crackers with different sauces and experimenting with chopsticks. Staff encourage children to talk about texture, smell and taste. Other table-top activities include mark making with shaving foam and making Chinese fans. Children practise writing their name in Chinese script and they are immersed in malleable play activities, such as making snakes to take home and Tangram, which is an ancient Chinese puzzle with endless possibilities. Children use shapes imaginatively to make their own pictures, such as a rabbit. They take them home to show their parents what they have achieved.

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

The children's well-being is paramount and staff go the extra mile to ensure they are fully informed and prepared to meet the individual needs of children. Parents are given as much time as they need to introduce and settle children who are new to the setting. Staff use signs, facial gestures and body language highly effectively to continuously reinforce and develop children's listening, speaking and communication skills. High staffing ratios and the highly effective key person system help children to form secure attachments. Children demonstrate they feel safe and emotionally secure when they interact spontaneously with their carers. For example, during the paint mixing session a child is asked 'What are you doing differently?' The child explains what they are trying to achieve and the member of staff nods to indicate that she understands. The child is engrossed in the activity and after a while says 'What are you doing differently?' The member of staff explains and the child nods to indicate that they understand. This example highlights the

rapport and mutual respect that exists between children and their carers.

Care practices are carried out in a sensitive and dignified way by familiar staff who are expertly trained to carry out specialist tasks, such as assisting children who are tube fed. Children's good health is promoted extremely well. For example, all staff are mindful of the need to minimise the risk of infection and they do this collectively by ensuring the physical environment is kept clean. They remind and assist children who need extra help with their personal care to blow their nose and wipe their hands and face. Trained staff understand the club's policies and procedures including safe practice, which underpins continence management and highly effective intimate care practices.

Parents provide packed lunches and healthy eating is promoted extremely well. Meal time is a social occasion and a focal point in the day. All children sit together in their key groups around the tables. They actively engage in conversation and the dining hall is filled with friendly banter and laughter. Those who need extra assistance take great delight in sharing and listening to all the news from home and school. The children's key person models good table manners and they use every opportunity to promote children's independence skills. For example, children open and close lunch boxes, open cartons of juice and pour their own drinks. Children requiring extra assistance use their voice, eyes and gestures to indicate what they want and need. Their peers respond spontaneously. The inclusive ethos of the club is promoted extremely well by children's positive attitudes towards each other and their carers.

Indoor energetic play is organised extremely well for mobile and non-mobile children. A children's favourite is badminton and there are other hard and soft ball games like dodge ball, football and giant skittles. The sensory room is a calming environment where children can relax and play quietly. The soft play area is where children play hide and seek. Staff highly effectively develop children's gross motor skills and promote colour and number recognition a safe play area.

Parents are highly complementary about the club and their children's care, learning and development. A parent said 'I wish I had found it earlier' and another commented 'It's great. Lots of varied activities and we have peace of mind'. Leaders and managers are proactive; they seek the views of parents and keep them well informed through firmly embedded formal and informal ways. For example, at drop-off and collection times parents find out about their children's achievements, and they provide feedback through completed evaluation forms.

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

The manager of the club is highly trained and she has considerable experience providing for children in different social and educational settings. Her organisational skills are exemplary and she provides high quality professional supervision for staff to support them in their work. She is sharply focused on the educational programmes provided for children delivered through the club's informal social and recreational objectives. Highly successful staff induction and appraisal systems help to promote an astute and well-targeted

programme of professional development. This ensures staff are constantly improving their practice to improve outcomes for children.

The pursuit of excellence is evident in all the club's activities, including self-evaluation, which is an integral part of the provision. The views of all parties are obtained and the actions to be taken are prioritised and reviewed. Consultation processes include the views of children, parents, school and other agencies, such as, speech and language therapists, social workers, officers from the local authority Sure Start children's centre and the special educational needs coordinator. The information obtained from them is continually reviewed, enabling the child's key person to tailor the children's care to meet their individual needs.

Staff have secure knowledge and understanding of the framework and high priority is placed on meeting the welfare and safeguarding requirements. For example, they understand child protection issues and safe practice is promoted consistently well. Twelve members of staff have current first aid qualifications, three staff are trained to tube feed children and two have food hygiene qualifications. Staff understand the procedures to follow in the event of a child becoming ill or having an accident. Risk assessments are conducted before the start of each session to minimise potential hazards to children and this includes provision for outside play. Activities are also risk assessed, such as food tasting sessions. These measures successfully promote children's health, safety and welfare at the club and, as a result, children play and learn in a safe and secure environment.

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	EY445959
Local authority	Rochdale
Inspection number	811788
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 21
Total number of places	45
Number of children on roll	48
Name of provider	Rochdale and District Play Action Council
Date of previous inspection	Not applicable
Telephone number	01706621332

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is

available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

