

# DASH Playscheme

Borough Road Nursery School, Borough Road, DARLINGTON, County Durham, DL1 1SG

## Inspection date

Previous inspection date

09/04/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

|  |   |
|--|---|
| 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

- High adult to child ratios and a welcoming inclusive environment enables staff to establish positive and warm, caring relationships with the children. As a result, children are happy, settled and secure within the setting.
- Staff are enthusiastic and provide a wide range of activities and experiences which build upon childrens interests and abilities. As a result, children make good progress in their learning and development.
- Children are safeguarded and their well-being is promoted as there are effective policies in place that ensure they are cared for in a safe, secure and well-managed setting.
- Staff have a good understanding of behaviour management techniques. They are fair, calm and consistent and as a result, children generally behave well. Older children are kind and caring towards younger children.

### It is not yet outstanding because

- There is scope to improve the sharing of information with parents and other providers of the Early Years Foundation Stage to further support continuity of care and learning for children who attend more than one setting.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 taking place in the main activity room, the dining room and the outdoor play area.
- The inspector looked at a sample of children's learning journey records, policies and procedures and children and staff records and involved the manager in a joint observation of an activity.
- The inspector took account of the views of parents through discussion and completed questionnaires.
- The inspector spoke to the manager of the setting, staff members and children during the inspection.

## Inspector

Julie Morrison

## Full Report

### Information about the setting

DASH Playscheme is an existing facility that has registered again in new premises in 2012 and is on the Early Years and the compulsory and voluntary parts of the Childcare Register. It is situated within Borough Road Nursery School in Darlington and is managed by a company limited by guarantee. It operates from the activity room, school hall and community room and there is an enclosed area available for outdoor play. The setting provides play opportunities during the Easter and summer school holidays from 10am to 4pm children aged three to seven years.

The setting employs 11 members of child care staff. Of these, six hold qualified teacher status, three hold early years qualifications at level 3 and one holds early years qualifications at level 2. There are currently 13 children attending who are in the early years age group. The setting supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- extend partnership working with other providers and parents to obtain a fuller picture of children's care and learning at other settings in order to further support continuity of care and learning for children.

## Inspection judgements

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

The staff team have a wide range of experience and qualifications and they have attended training in the Early Years Foundation Stage. Consequently, they demonstrate a good understanding of how to support children's learning through play and fun activities. High adult ratios and an effective key person system ensure that children receive plenty of individual attention and staff know the children well. Although in their infancy, staff carry out observations of children's learning and use these to identify children's next steps in learning. Staff use their knowledge of each child along with their observations to plan a stimulating programme of activities for all children. They ensure that parents are kept well informed about their child's development as they share children's learning files and encourage parents to contribute to observations of children's learning. As a result, the planning of activities is based on children's interests and preferences. This means that all children including those with special educational needs and/or disabilities make good

progress in relation to their starting points, especially in the prime areas, at the playscheme.

Communication skills are supported well by staff. They take time to listen to children, respond to their questions and use a wide range of questioning to extend their learning. As a result, children communicate confidently and are eager to express themselves as they chatter to staff and visitors. Children who are unable to communicate verbally show that they are happy as they approach staff for cuddles and use picture exchange communication systems (PECS) and non-verbal cues to show staff what they want. Children have regular opportunities to write and make marks as staff encourage them to make letters out of play dough or to try and write their name in gloop.

Staff support learning well, for example, they ensure that all children are fully involved as they make cakes. Children have a great time as they take turns pouring, mixing and measuring the ingredients. Staff extend their language development as they encourage them to identify the ingredients and to talk about how it feels. Staff refer them to the written recipe to identify what they need next. This helps children to learn that print carries meaning while older children learn to follow instructions. Children thoroughly enjoy the sensation of exploring the different textures and staff recognise this and follow up the activity by providing gloop for the children to further explore. Children have lots of opportunities to develop their hand-to-eye coordination through a variety of activities. For example, they are supported by staff to use scissors, paint brushes, shape cutters and rolling pins. Staff are patient with the children and support them with lots of praise and encouragement, for example, as they practise throwing and catching small balls. The outdoor environment provides children with the freedom to explore and be physically active. Staff plan opportunities for children to develop their balance and coordination. For example, they explore climbing frames and try to balance on a straight line.

The atmosphere within the playscheme is lively and children are eager to join in. Staff are very friendly and enthusiastic and they ensure that all children are able to join in with activities. For example, children who use wheelchairs are supported fully by staff so that they can join in with party games. There is a good balance of adult-led activities and children are able to make independent choices about where and what they play with. Consequently, children have fun and enjoy their time at the playscheme and even new children comment that they have 'had fun and will come again'.

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

Children are happy and settled at the playscheme. The key person system works well and is complemented by one-to-one support for any children who may need it. As a result, all children form secure emotional attachments with staff. More able children are independent in their care routines and move around the setting confidently, making independent choices in their play and learning. Although they still confidently approach staff for support, reassurance and comfort when needed. Children with special educational needs and/or disabilities settle well because staff have a good understanding of their individual likes, needs and routines. This is gained by gathering a wide range of information from their parents at the start. As sessions do not run regularly, staff take time before the

session to ensure that they are familiar with the children's individual care plan and their interests. This supports a smooth transition to the playscheme and, as a result, children part from parents confidently and settle quickly on arrival. Consistent daily routines and good opportunities for children to socialise with their peers help to prepare children for transitions from the playscheme to nursery and school.

Space is used well at the playscheme. There are a wide range of activities and resources available for children which cover the prime and specific areas of learning and promote all children's progress well. Resources are stored at low-level, which means that children can make independent choices about what they want to play with.

Staff show a good knowledge and understanding of the importance of promoting children's good health. Parents provide packed lunches, however, the playscheme provides healthy snacks which take into account any dietary requirements. Children's self-help skills are supported well, for example, staff encourage them to help to prepare the snack. They encourage them to squeeze apples to see where apple juice comes from and praise all efforts to peel oranges. Meal times are social occasions as staff sit with the children to eat lunch together. They act as good role models to the children, for example, they talk about the importance of washing hands before eating and encourage children to eat their fruit to make them 'big and strong'. Staff undertake additional training in order to meet children's individual needs, such as, learning how to tube feed for children with nasogastric tubes when required.

Staff have a good understanding of behaviour management techniques as they have all attended relevant training. They are calm and patient with the children and take time to explain to children the importance of turn taking and sharing. As a result, children generally behave well in the setting. Older children show care and concern for younger children, for example, they give them cuddles and ensure that they are involved in activities. Children are learning about how to keep themselves safe through planned activities, such as, practising fire drills and discussing stranger danger. Staff also support their understanding of keeping safe throughout the day, for example, explaining how to use knives safely when preparing snack.

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

Leadership and management are good because there is a strong commitment to providing a good quality playscheme provision for all children. Staff and management convey an enthusiasm for their work and this is evident in their daily interventions with the children. Children are well safeguarded at the club. Staff have all completed safeguarding training and have an up-to-date, accurate knowledge and understanding of the safeguarding procedures. They are aware of the steps to follow should they have any concerns and this is supported by a clear written policy. Comprehensive systems ensure that staff are suitably checked and qualified for their role. This includes in-depth training sessions prior to staff starting to ensure that they are fully familiar with how the playscheme works. Staff effectively promote children's welfare as records accurately reflect accidents, incidents and the administration of medication. Risk assessments along with hourly checks are

completed for the premises to help ensure children's safety. The playscheme is secure and a record is maintained of all visitors to the premises. This further safeguards children.

Staff work closely with parents to develop positive relationships. Parents receive a detailed information pack at the start which includes relevant policies and procedures. Further information such as staff training, certificate of registration and public liability insurance is clearly displayed for parents to see. Verbal feedback and a daily diary are used to good effect to ensure that parents are kept up-to-date about their child's daily care and activities. As a result, feedback from parents is very positive, for example, they say the playscheme provides a 'lifeline' and that their 'children love it'. The playscheme has begun to share information with some other providers of the Early Years Foundation Stage. However, there is scope to improve the sharing of information with parents and other providers to promote continuity of learning for children who attend more than one setting.

The manager uses effective systems to self-evaluate and monitor practice. This includes using feedback from staff, parents and children. As a result, they are able to recognise their strengths and identify areas for development. All of the recommendations raised at the previous inspection have been positively addressed. This includes, updating the safeguarding policy to include allegations against members of staff. This demonstrates a positive attitude towards continuous improvement. The manager has a good understanding of his role to meet the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. He oversees all planning to ensure that all areas of learning are covered through a wide range of child-initiated and adult-led activities. The manager recognises that procedures for observing and assessing children's progress are in their infancy as the playscheme only runs during the school holidays. However, this has been identified as is a key priority to develop. The playscheme is managed well and meets the needs of the families who use it. It provides a safe and stimulating environment where all children feel welcome and valued.

### **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 action. 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

|                                    |  |
|------------------------------------|--|
| <b>Unique reference number</b>     | EY440668                                 |
| <b>Local authority</b>             | Darlington                               |
| <b>Inspection number</b>           | 797075                                   |
| <b>Type of provision</b>           |  |
| <b>Registration category</b>       | Childcare - Non-Domestic                 |
| <b>Age range of children</b>       | 0 - 17                                   |
| <b>Total number of places</b>      | 30                                       |
| <b>Number of children on roll</b>  | 29                                       |
| <b>Name of provider</b>            | Darlington Association on Disability Ltd |
| <b>Date of previous inspection</b> | not applicable                           |
| <b>Telephone number</b>            | 01325380785                              |

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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, which are usually the childminder's 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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