

Andover Mencap Playscheme

The Wellington Centre, Winchester Road, ANDOVER, Hampshire, SP10 2EG

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| Inspection date | 16/04/2013 |
| Previous inspection date | 20/02/2012 |

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| 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

- Children benefit from healthy nutritious meals. Staff and children sit together during this time making it a social occasion.
- The sensory room provides a calm environment for children to relax. Staff manage children's behaviour well.
- Staff build good links with other early years providers and professionals to support children in their care and learning.

It is not yet good because

- The key person system is not fully effective in allowing staff time with their key children to enable them to get to know their individual needs well and build strong bonds.
- There are fewer opportunities for children to freely choose to use different media, such as paint, gloop, sand and dough.
- Children do not always have enough choices in their play and learning in the outdoor area.

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 staff and children in the playroom, sensory room and outdoor area.
- The inspector and spoke to management and staff at different times during the inspection.
- The inspector sampled documentation, including children's records, staff records and registers.

Inspector

Lorraine Sparey

Full Report

Information about the setting

Andover and District Mencap was established over 40 years ago and registered in 2011. It is a local charity supporting adults and children with learning disabilities and their families and carers. It operates from purpose-built premises called the Wellington Centre, based near Andover town centre in Wiltshire. The children have use of a variety of rooms in the centre, including a large sensory room and an enclosed outdoor area. Children attending the centre come from Andover and the surrounding areas. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 120 on roll; of these, three are in the early years age range. The setting offers a range of clubs, including an after school club, which operates term time only from 3.30pm until 6pm. A playscheme operates on some Saturdays each month and during the school holidays on Tuesday and Thursday from 10am until 4pm. The setting employs 35 staff who work across the different clubs. Of these, 20 have relevant early years qualifications. The playscheme and after school club have dedicated managers and regular staff who attend each session.

What the setting needs to do to improve further

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

- improve the educational programme for personal, social and emotional development by making sure children have time with their key person to help ensure each child's learning and care is fully tailored to meet their individual needs.

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

- provide more opportunities for children to explore a varied range of media, such as paint, sand, gloop and dough
- increase the resources in the outdoor area enabling children to have more choices in their play and learning.

Inspection judgements

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

Children enjoy their time at the setting. There is an appropriate range of activities and play opportunities in the welcoming environment. Children choose between the playroom, garden and sensory room, providing them with choices in their play. They also go on visits to the local park in warmer weather, where they can enjoy different experiences. However, although children can choose to play in the garden, the resources available are limited. For example, the selection of balls supports older children in playing football, but limits opportunities for younger children's play. Staff plan activities linked to themes, such as making a display for St George's Day. Children have the choice of colouring in a dragon, St George, or they can make a rose. However, there are few opportunities for children to explore and experiment through sensory play, using media such as paint, sand, dough and gloop, which is a mixture of cornflour and water. Staff provide toys to enable children to role play, such as dolls, pretend cooking equipment and tea sets.

Staff gather some information from parents about their children's individual needs and achievements at home prior to them starting. This 'Pen Portrait' record covers activities children enjoy, as well as their care needs. Staff use this information to decide which activities they will provide, linking these to the children's interests. In the playscheme, staff identify the next steps in children's learning. They record the information on printed sheets and staff use this information to help them support children in their progress. In the after school club, staff are just beginning to complete observations to enable them to monitor children's progress. Staff liaise with other early years settings, such as the individual school that the children attend, to maintain a consistent approach. This supports children moving to the next stage in their learning.

Children's communication and language is supported appropriately. Staff use sign language and visual aids to enable children to communicate their needs. For example, children point to the picture of the dolls, indicating they would like to play with them. Staff respond immediately taking the children to find them. Staff support children's independence. They are encouraged to help themselves at snack time and learn to feed themselves. Staff are close by to provide support as required.

Children thoroughly enjoy exploring the sensory room. They are well supported by staff and are encouraged to investigate. Children move around in the ball pool and staff alert them about how the lights underneath change colour. Children are fascinated to see light reflected through the balls. Staff support simple mathematics by counting the numbers of balls and counting 'one, two, three' as the children climb the steps into the ball pool. Children explore the boards on the wall that has pulleys and different sized cogs to turn. Staff talk about the different movements, supporting children's interest.

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

In general, the manager allocates children their key person within the first two weeks after they start at the setting. Staff like to give children time to build relationships with all staff and children. However, because some key staff have other responsibilities within the setting, it means they do not have time to spend with their key children to help ensure

each child's learning and care is fully tailored to meet their individual needs. This means that children are not always having the opportunity to build strong bonds with a special person to help them feel secure.

All staff work with all the children. They share information about children's individual needs and preferences at staff meetings at the beginning of each session. This helps staff make sure that children's individual needs are supported. Children are encouraged to behave appropriately. Staff manage their behaviour well, giving clear messages and using visual prompts and gestures to support children's understanding of the boundaries and expectations. For example, staff remind children about 'kind hands' when playing with staff and other children. Some children benefit from staff using star charts at specific times, such as dinner time. Children understand if they eat their dinner they may have desert and a star will be put on their chart. Consequently, children are beginning to take responsibility for their behaviour.

Children benefit from healthy and nutritious meals prepared on the premises. Their individual dietary needs are taken into account and met. Staff and children sit together, making it a social occasion where they can talk about the children's day. Children benefit from opportunities to play outside in the fresh air on a daily basis. They are learning about keeping healthy as they follow appropriate hygiene routines. There are good nappy changing procedures in place to ensure children are comfortable. Children learn how to keep themselves safe. Staff remind children not to throw toys as they may hurt themselves or others. High staff ratios mean that each child has two members of staff supporting them and this helps to keep them safe. Children have opportunities to practise the evacuation procedures with staff to enable them to start to become familiar with what to do in an emergency.

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

The management and staff demonstrate sound knowledge and understanding of the safeguarding and welfare requirements. There is a range of policies and procedures to support the smooth running of the provision, which cover all aspects of the provision and the needs of the children. Staff receive training on these policies as part of their induction to enable them to understand their role and responsibility. All staff are encouraged to attend safeguarding training and familiarise themselves with the setting's policies and procedure. Following a review of these policies, the management have implemented a policy to further safeguard children and staff. For example, two members of staff must accompany children at all times. Staff demonstrate suitable knowledge of the procedures to follow in the event of a concern with regards to a child's welfare. There are clear recruitment procedures enabling management to make sure staff are suitable for their role and responsibility. All staff receives regular supervision sessions and an annual appraisal that identifies any training opportunities that would support staff in their role. Consequently, staff work well together as a team. There are appropriate risk assessments in place for the premises, and the various outings the children go on. This supports staff in

making sure children are safe and secure.

There are some procedures to monitor and evaluate the provision. Staff are encouraged to share their views during supervision and team meetings. Parents complete annual appraisals offering suggestions about activities or places to visit with the children. Management review the outcomes for the children to make sure they are meeting children's needs. In addition, management attend network meetings where they have the opportunity to share good practice and ideas. The setting has made some progress in addressing the recommendations from the previous inspection. For example, they are developing links with other early years providers that children attend and have made the playroom more inviting for young children.

There are basic systems to monitor the educational programme, which takes into account that children only attend for a short period of time. With the after-school club, they only attend one evening a week. Staff monitor how children are progressing in line with their individual educational programme that the school complete. Consequently, children make steady progress.

The management and staff build positive relationships with parents and carers. They generally communicate via the telephone or through written daily sheets as most children are transported on minibuses to and from the scheme. This keeps parents informed about their child's time in the setting and gives parents the opportunity to share information about issues that arise. There are good systems in place to share information with other early years providers and professionals. Staff attend children's review meetings and share information with their school to maintain a cohesive approach to their care and learning.

The Childcare Register

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| 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 |
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| 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

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| Unique reference number | EY435103 |
| Local authority | Hampshire |
| Inspection number | 909838 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 8 |
| Total number of places | 50 |
| Number of children on roll | 120 |
| Name of provider | Andover And District Mencap |
| Date of previous inspection | 20/02/2012 |
| Telephone number | 01264 321 840 |

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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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