

# Fernheath Play Centre

Verney Road, West Howe, Bournemouth, Dorset, BH11 8DA

## Inspection date

Previous inspection date

27/06/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

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

- The provider offers a number of schemes to meet the needs of the community and offer a secure environment where children can socialise with others.
- The provider organises a variety of outings and experience to children and individual support for children with special educational needs and/or disabilities.
- Children's creativity is effectively encouraged as they use different materials to create models, act out plays and develop dance routines.

### It is not yet good because

- Resources are not set out imaginatively to engage children's interest and there are few set out for them to freely choose from.
- Healthy eating habits are not consistently encouraged and adequate safety measures are not always implemented.
- Management do not effectively evaluate the quality of children's experiences at the after school club or how effectively their individual needs are met.

## 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 indoors and outdoors.
- The inspector spoke to management, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's progress records, planning documentation and a selection of policies, procedures and children's records.
- The inspector discussed self-evaluation processes.

## Inspector

Marilyn Joy

## **Full Report**

### **Information about the setting**

Fernheath Play Centre opened in 1976 and re-registered as a charity in 2012. It operates from two play rooms and a sensory room in a building in West Howe, Bournemouth. Children have access to a secure outdoor play area. The play centre offers out of school care and is registered on the Early Years Register and both parts of the compulsory and voluntary parts of the Childcare Register. It opens seven days a week. During school term time it operates an after school club from 3.30pm until 5.30p; a Saturday club from 10am until 1pm and 2pm until 5.30pm and a Sunday club from 10.30am until 1pm and 2pm until 5pm. During the holidays it offers morning and afternoon sessions and full day care for school age children from 7.30am until 6pm. There are currently 14 staff who work with the children. There are six members of staff with level 3 qualifications; three with level 2 qualifications and 5 who are unqualified. The Play Centre supports children with special educational needs and/or disabilities, or children who speak English as an additional language. There are currently 110 children on roll; of these, six are in the early years age group. Children aged over eight years also attend.

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

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

- improve arrangements for promoting children's good health by providing snacks and drinks that are healthy, balanced and nutritious and ensuring hazardous substances are inaccessible to children in the areas these are served
- enhance children's understanding of how to keep themselves safe by talking about safety routines and give them opportunities to practice them, for example, by practising the fire drill
- ensure each child enjoys challenging and stimulating experiences that are tailored to meet their individual needs by improving the organisation and choice of resources available and involving staff in supporting and extending children's play

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

- develop more effective self-evaluation processes so that all areas for improvement are identified and steps taken to address; such as, the organisation of the after school club and resources

## Inspection judgements

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

Children attending the after school club experience a satisfactory range of activities and mostly receive appropriate support from staff. Children develop their social and communication skills in a relaxed environment where they can chat with their friends and decide for themselves what they want to do. Children benefit from the skills of a mixed group of staff with varying amounts of experience and different interests. For example, children make imaginative models with moving parts because some staff are experienced in this area and have a variety of ideas to share. Children make masks from boxes and cover balloons in papier-mache. Outside children enjoy the large swing and the slide. These all develop children's creativity and physical co-ordination skills. Staff involve early years children in a game of cricket and help them to hit the ball and score a run. Children enjoy chasing after the ball and throwing it back. However, when they finish this game some children do not know what to do and wander around. Therefore, at times, not all children are receiving sufficient challenging and stimulating experiences that are tailored to meet their individual needs.

When older children notice the dressing-up clothes under a table staff move it so that children can help themselves. There are some costumes and fabrics in the box. Children dress up and staff chat to them about what they want to wear and who they are pretending to be. However, there are no other resources nearby to prompt children or staff to extend the play further and develop children's ideas. There are plenty of places for children to sit outdoors and there are tables set up indoors for games. However, there is not a cosy area for children to look at books or sit quietly with their friends indoors. Children like looking after the pet tortoise. They help to feed and care for it. At the end of the session children of all ages join together enthusiastically for circle games.

During the holidays a wide range of activities are planned daily. Staff ask children what they would like to do and plan activities around this, allowing children to be involved in the decision making process. There is a theme each week, such as animals, science and space, and activities are planned around this. Children sing and dance, act out plays and make masks. Children go on outings and there are a number of visitors to the scheme. Children walk to the library, librarians visit the scheme to read stories and children take part in the library reading challenge. This helps promote their communication and literacy skills and develop a love for books. Overall, children experience a broad range of activities in the holidays that promote their all round learning and development. Throughout the year a variety of activities are organised for children with special educational needs and/or disabilities, such as, a music therapy programme called 'Sing and grow'. Management have some links with other professionals involved with the children and the local authority. This helps them provide children with appropriate support and promote a cohesive approach to their learning.

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

Children of all ages arrive at the setting after school. Staff meet them at the secure entrance and make sure they are all signed in. Staff prepare the play areas before children arrive and set up an interesting craft area each day. There are also some tables with games and construction activities and either a pool table or table tennis table. There is a selection of resources in the store cupboard and the older children help themselves. However, when children are new they are not aware of this option. Consequently, there is little for them to choose from. When children ask staff for something, such as colouring or playing a game, they are very receptive and help set up the equipment they need and join in the play. Overall, resources are not very exciting or presented imaginatively to inspire children's interest.

A member of staff is allocated as a key person for the early years children and this helps develop positive relationships between them. However, as the focus is on children directing their own play younger children do not always benefit from help to initiate or become involved in activities. Consequently, there are times when children are not sure what to do and do not have sufficient resources available to make their own choices. Overall, all children develop positive relationships with staff.

There is plenty of space outdoors for energetic play and children develop their skills in using a range of equipment. For example, there are large adventure play structures children can climb and balance on. There are bats and balls, skipping ropes and a parachute so that children develop their coordination when using them. There is a swing for wheelchair users and a large sand tray that is wheelchair height. Consequently, all children feel included. There is also a sensory room particularly for children with special educational needs and/or disabilities to use. This helps stimulates their senses and explore in a safe space.

Children of different ages mix sociably together and have opportunities to make friends. They behave well because there are straightforward rules that they understand, such as taking turns and putting any rubbish in the bin. Staff encourage children to respect each other and do not tolerate bullying. During the holidays, children often go on outings. There are clear guidelines for children and staff to follow to stay safe. Children also learn about staying safe in their community and the role of the emergency services when the police, for example, visit during the holidays. However, children attending the after school club do not benefit from such visits or activities so they become aware of what to do in emergency situations, such as a fire.

Children purchase snacks from the tuck shop. However, healthy eating is not consistently promoted. Children have to buy something healthy, and this can be a fruit drink, but then they may spend the rest of their money on sweets. There are some healthier options, such as toast, cereal bars and a bowl of fruit, but the choice of sweets is far greater. Staff do little to encourage the healthy option. Instead, they suggest different sweets they might like to spend their money on. When children have purchased their snack they can eat it wherever they want to. There are no tables set out for them to use. Consequently, some children wander around eating. This does not encourage good eating habits or help with their digestion. During the holidays parents provide children with a lunch box. Alternatively, staff prepare a choice of sandwiches for children to choose from. Staff

encourage appropriate hygiene habits with the children by reminding them about washing their hands.

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

Management have a satisfactory understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They are experienced in delivering out of school care for a range of ages and providing activities for children with special educational needs and/or disabilities. Management seek to compliment children's experiences in school by giving children choices and offering different activities and outings, particularly during the holidays. However, the after school club does not always fully consider the needs of the younger children and how they can support them effectively. Consequently, these children do not always become fully engaged in play.

Management and staff have a suitable knowledge and understanding of child protection issues and know what to do if they have concerns about a child in their care. Management follow appropriate recruitment procedures to check staff are suitable to work with children. They provide them with a staff handbook and an induction so they are aware of the roles and responsibilities. The required documentation is in place and adequately maintained. This includes children's records which provide staff with the information to respond to individual health and welfare needs.

Management complete risk assessments for the premises and outings. They conduct daily checks to help ensure the premises are secure and equipment is safe. For example, the large play structures outside are regularly checked to ensure they are safe for children to use. Currently, major renovations are taking place and some structures have fencing around them to prevent children using them until they repaired or replaced. Staff also make adjustments according to the weather. For example, the zip wire is secured when it has been raining so that children do not use it as there is a risk they may slip in the wet. However, children are at risk during the after school club because the door to the kitchen is left open. Consequently, cleaning materials are accessible to the children because they are stored in an unlocked cupboard under the sink. This also results in the requirements of the Childcare Register not being met. In addition, there is an evacuation procedure for the play centre and this is practised by the holiday club. However, it has not been practised during the after-school club. This means management cannot be sure that the procedure works effectively; that all staff are confident with what to do or that children are familiar with the routine.

Management and staff spend time at the end of each session evaluating how well the session went and children's participation. They identify activities that children enjoy and discuss any behaviour issues so they can adjust their practice next time. However, management and staff are not effective in evaluating the after school club and recognising areas for improvement. For example, that children cannot easily choose books when they cannot see them. Likewise, they have not effectively evaluated the provision of a tuck

shop. Consequently, healthy eating is not consistently encouraged. Management seek the views of children and parents each year and use this information to adjust what they offer. Management support the professional development of staff. They encourage staff to attend training and develop their skills.

Management and staff develop friendly relationships with parents. They gather some information from parents when children first attend to help them get to know the children. Children's attendance is variable because for most sessions parents do not have to book. They can just turn up. Staff try to speak with parents when delivering or collecting their children. Management use a newsletter and a website to keep parents up-to-date about the activities offered. Management work closely with the local authority. This helps them meet the needs of the local community by providing a secure premises where children can play and be supervised.

### 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:

- ensure the premises used for the purposes of the childcare are safe and suitable (compulsory part of the Childcare Register)
- ensure the premises used for the purposes of the childcare are safe and suitable (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 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>	EY456829
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	899513
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	5 - 8
<b>Total number of places</b>	55
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Fernheath Play
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01202581008

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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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Piccadilly Gate  
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