

Squirrels Holiday Playscheme

St. Marys Church Hall, Park Road, CAMBERLEY, Surrey, GU15 2SR

Inspection date

05/08/2013

Previous inspection date

14/08/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Children settle quickly because many of them have attended the hospital nursery and know staff and other children well.
- Children are encouraged to take responsibility for their day. They are involved in discussing house rules and safety during group times and are able to make their own choices about what they want to do indoors and outdoors.
- Staff respond to the individual interests of the children and as a result children are continuously occupied and absorbed in a wide range of stimulating resources and activities.
- Children behave well because staff are good role models and discuss appropriate behaviour with children.

It is not yet outstanding because

- Parents are encouraged to share information about their children's learning at home to enable them to be fully involved in their child's learning and development. However not all parents are fully aware of this process, especially if they are new to the 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 both indoors and outdoors.
- The inspector held meetings with managers and spoke to staff and children.
- The inspector completed a joint observation with the manager of the provision.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector looked at documentation, including evidence of suitability checks, children's records, self-evaluation and policies and procedures.

Inspector

Heather Allen

Full Report

Information about the setting

Squirrels Holiday Playscheme opened in 1999 and is run by Woodlands Day Nursery which is run by Frimley Park Hospital. It provides out of school holiday care for children aged four to 13 years of age whose parents work for or at Frimley Park Hospital Foundation Trust. It operates from a church hall in a residential area of Camberley in Surrey. The club meets in the main hall and also has the use of an adjacent room. There is a secure patio area available for outdoor play and the club makes use of the adjacent public recreational ground and play area.

The play scheme is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open from 8am until 6pm Monday to Friday during all school holidays. Children may attend for a variety of sessions. There are 150 children on roll who attend a variety of sessions. On the day of the inspection there were 3 children in the early years age range present. The club welcomes children with learning difficulties and/or disabilities and children with English as an additional language.

The play scheme is staffed according to the number of children who attend. It has a core staff of 11 to ensure required adult to child ratios are maintained. One member of staff has a Level 3 playwork qualification, five have a Level 3 early years childcare qualification and one has a Level 2 early years childcare qualification. The play scheme receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen the arrangements for parents to contribute information about their children's learning and development at home.

Inspection judgements

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

Children enjoy their time at the play scheme and learn new skills because the management and staff know them well and have a secure knowledge of the learning and development requirements. They know what children are interested in and what days they are due to attend and planning is flexible to ensure they can meet all children's individual needs and interests effectively. As a result, children are stimulated by the wide range of activities and resources on offer and are making good progress in their learning and development.

Children settle particularly well as most have previously attended Woodlands Day Nursery, which is also run by Frimley Park Hospital Trust. Children and staff therefore know each other well. Children have often already established friendships with other children attending. Parents feel confident that staff have a good background knowledge of their children and are full of praise for the play scheme. Staff gather a range of information about children's learning and development from parents before their children start and as an ongoing process. Existing parents are aware of how information sharing enables staff to provide a range of resources and activities their children enjoy and that help them make continuing progress in their learning.

Children have a designated key person who takes particular responsibility for them. Parents are aware of who this is from the list that is displayed at the play scheme. Staff encourage parents to share details of what their children like or are doing at home. This helps staff to organise activities and resources at the play scheme which will build on and support activities which children are doing elsewhere. However, some new parents are not yet as confident about supplying additional information about their children's learning at home, or how this will help staff in their planning to meet their children's needs.

Staff build on children's interests and skills and support them to develop these further. For example, children's imaginations are sparked when they are invited to design something they would like to make. They draw pictures of rockets and animals which staff then display on the wall. This builds their imagination as well as their confidence and self-esteem. When children decide to create their own models staff discuss the designs with them. They plan together what resources might be needed and then staff make these available the following day. Once children start their models, staff give time to create their designs and complete them, storing them safely.

Children are encouraged to make choices about what they do and initiate their own play. They are constantly engaged and absorbed in the wide range of resources and activities available. For example, children use sheets and clothes pegs to make themselves dens to play in. Children work together to peg the sheets to the clothes horses to create their dens and discuss what else they will then, such as the media player for listening to music. They demonstrate that they can work cooperatively together and negotiate. Staff aim to make the day enjoyable and fun for children and regularly change resources so that children have additional activities and experiences.

Throughout the day staff are on hand to help and encourage children to play cooperatively together and gain communication and social skills. For example, children concentrate as they construct their own towers with chutes and tubes for marbles to run down. They express delight when the marbles they place at the top whizz down to the bottom. Staff praise their achievements. Children are enthusiastic and want to make their towers bigger. They have a slight tussle trying to gain ownership of the remaining construction pieces. Staff quickly resolve this by encouraging them to divide the pieces fairly. This also helps children develop their problem solving skills. Children excitedly discover that when two marbles travel down together they go even faster. This gets the interest of passing children who want to have a go. Children initially protest about newcomers using their towers, but they quickly allow them to join in when staff explain that they need to share.

Staff check enrolment forms to see whether children speak different languages at home so that they can provide support where needed. Children discuss how they are learning different languages such as French at school. Their learning is extended at the play scheme because books in different languages are available for them to look through. In addition, staff have added labels to some resources in several different languages. Children have opportunities to sample food eaten in different countries, for example, they try Chinese noodles. These initiatives extend children's knowledge and understanding of different languages and cultures.

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

Children enjoy the freedom of a flexible environment which enables them to have move freely between the indoor and outdoor play spaces during most weathers. Staff are vigilant in ensuring children are safe and that the premises are secure. The entrance door to the hall is only opened under staff supervision. Children use the toilets independently while staff stand at the entrance to the hall watching them to make sure there are no strangers are in the building. Staff complete a risk assessment of the environment before all children arrive to or ensure that it is free of potential hazards and a safe play environment for them. Staff are alert to any new hazards which might arise during the day. For instance, they notice immediately when a door to the patio starts to close in heavy wind and secure this with a chair. They explain to children why the chair is in place so children understand why they should not move it.

Staff work well together and are good role models for children. Children are comfortable approaching staff and visitors to discuss their play and how they are feeling. Children behave well in a friendly environment and are encouraged to sort out minor differences amongst themselves. However, staff are on hand when further negotiation is needed to help children to in resolving their differences. Children who are familiar with the play scheme show consideration for new children. They welcome them into activities and generally help them to settle quickly. For example, older children quickly absorb themselves in making dens and invite new children into them when they show curiosity about what the older children are doing. Staff compliment them on their creations and provide resources that allow children to extend the activity further. New children soon gain confidence, become more involved and talk with the older children about the den. Older children demonstrate a kind and caring behaviour towards younger children and those that have not attended the play scheme before.

Children with specific difficulties or disabilities are supported well by the staff who work in partnership with parents and external agencies to provide a suitable environment. Staff encourage parents, and their children, to visit the play scheme prior to booking sessions. Staff discuss with parents their children's individual needs and any behaviour management strategies to ensure that they are ready to meet these needs once they start. This ensures that there are activities and resources available the children like, and additional staff are available for any one-to-one care needed, to promote children's well-being.

Children benefit from fresh air and exercise because they have regular opportunities to go on outings to the local park and play area. They are kept safe because staff are aware of potential risks. The risk assessment for outings to the park is displayed on the hall wall and children are reminded of potential risks during group time. They demonstrate that they understand these risks by staying within the boundaries set by staff in the park. For example, a member of staff checks the park for any hazards beforehand. She advises children that an unleashed dog is sitting quietly near the play area and asks them not to excite it. The children respond by walking calmly past the dog. Older children show consideration for younger children and help keep them safe by voluntarily holding their hands during the short walk. They demonstrate their road safety awareness by automatically checking that the access road in the park is clear before crossing.

Children are enthusiastic about visits to the park and are triumphant when they complete physical challenges. They learn new skills as they persevere in their attempts to walk along swinging bridges and balancing logs. Staff praise their achievements and provide support and encouragement as children take supervised risks. Children are thoughtful of others. They show consideration for toddlers already present in the park who are exploring the equipment designed for bigger children. They wait patiently until these toddlers have moved safely away before they continue with their play. This demonstrates that they are aware of how to keep themselves and others safe.

Children are encouraged to learn about healthy eating. They volunteer to take turns preparing snacks which include sliced cucumber, sliced bananas, tangerine segments and baby tomatoes. Alternatively they are allowed to choose something healthy from their lunch boxes. Fresh drinking water is available throughout the day and parents are encouraged to include ice packs in lunch boxes, especially in hot summer weather, so that children's food does not get warm.

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

The play scheme is run by a strong management team who have a good understanding of safeguarding and welfare requirements. There are robust recruitment arrangements in place with thorough checks completed to ensure the suitability of staff. Staff complete a comprehensive induction programme, which includes becoming familiar with safety issues, policies and procedures. Safeguarding training is a priority for all staff. Staff are familiar with the safeguarding policy and procedures and are aware of what to do if they have a concern about a child or an accusation is made against a member of staff. Permanent members of staff participate in a formal appraisal system. More temporary staff are supported by the manager who is responsible for their induction, supervision and any training needs. Staff are clear about their roles and responsibilities and work well as a team.

There are systems in place to support the two-way flow of information between the play scheme and other settings the children attend. Staff have comprehensive knowledge about younger children who join the play scheme, as most of them have already attended

the hospital nursery. At the start of every holiday play scheme, parents are asked to complete new forms before their children start. For most parents, this includes details of children's interests at home and school. At the end of each holiday play scheme, staff complete details about children's abilities and interests during their time at the play scheme. This information is shared with the parents, who can then choose to share this back with their children's schools or other early years settings they attend. This helps promote continuity of care and education.

Staff and management are continually evaluating the provision to see how they can improve outcomes for children and parents. They regularly take the views of children and parents into account as part of this process. Children and parents are made to feel valued and welcome. The manager makes sure she is available to talk to each parent during the start and end of the session so that they can share any relevant information, such as any additional medical requirements their children might need. Parents are happy with the care their children receive and those talked to state they would feel able to talk to the manager if they had any concerns. At the end of each holiday play scheme parents are given a feedback form to complete. In addition, during the daily 'Kids Contract' group time session, children are invited to express their opinions and say what they would like to do. Management and staff take into account all feedback comments and use these to further drive improvements.

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

Unique reference number	120215
Local authority	Surrey
Inspection number	840315
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 12
Total number of places	50
Number of children on roll	150
Name of provider	Frimley Park Hospital NHS Foundation Trust
Date of previous inspection	14/08/2009
Telephone number	07990 528 061

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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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