

# Stevenage Borough Council Playscheme

Bedwell Community Centre, Bedwell Crescent, STEVENAGE, Herts, SG1 1NA

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 01/08/2013 |
| Previous inspection date | 21/08/2009 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|  | Previous inspection:    | 2 |
| 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

- Staff give high priority to ensure that children are safeguarded at all times. They are all fully aware of their individual responsibilities to protect children and keep them safe from harm.
- Children show a good understanding of keeping themselves safe. The staff ensure that children understand how to look out for risks and use equipment safely.
- Children are happy and enthusiastic about participating in the playscheme activities. This is because the staff provide interesting and imaginative learning experiences based on children's own views and ideas.

### It is not yet good because

- The key person system is not fully effective and well-established to ensure children's needs are fully supported.
- Staff are unsuccessful in encouraging children to adopt healthy eating habits.

## 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 in the main play area.
- The inspector held a meeting with the manager, talked to staff and key persons and carried out a joint observation of an adult-led activity.
- The inspector examined a selection of policies and procedures and children's information records.
- The inspector spoke to some parents attending with younger children.

## Inspector

Susan Parker

## Full Report

### Information about the setting

Stevenage Borough Council Playscheme at Bedwell Community Centre was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community hall in Stevenage, Hertfordshire. It is managed by Stevenage Borough Council. The playscheme serves the local area and is accessible to all children aged between five and 14 years. There is an enclosed area available for outdoor play.

The playscheme employs seven members of childcare staff. Of these, two members of staff hold a degree and two hold early years qualification, one at level 2 and one at level 3. The other members of staff are working towards a qualification.

The playscheme opens during Easter and summer school holidays. Sessions run from Monday to Friday 10am to 12.30pm and from 1.30pm to 5pm. Children attend for a variety of sessions.

There are currently 10 children on roll who are within the early years age range. The playscheme is an open access facility, which enables children aged between five and 14 years to attend and leave as they please. Children under five may attend provided they are accompanied by an adult who remains responsible for their own child at all times.

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

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

- implement in full the key person system to ensure that children's care is individually tailored to meet their needs.

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

- improve the messages given to children to ensure that they have a good understanding of the importance of a healthy diet.

### Inspection judgements

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

Children are happy and keen to join in the activities provided by the playscheme. Staff successfully engage children's interest in the variety of equipment, resources and activities. This enables children to join in the activities and experiences, which complement the learning they receive in schools. The playscheme states that the activity programmes are devised from ideas from the children, and that the staff's role is to facilitate child-led and child-initiated activities.

This open access playscheme provides adult-supervised play opportunities for children aged between five and 14 years, in a safe and interesting environment. Staff provide a selection of resources and activities to promote children's learning and development. Children's learning is supported as staff encourage them to think and work out problems. For example, during a game of bingo, children alternate between finding the numbers on the bingo card and writing the numbers on the white board. They are further challenged as they move on to help sort the different coloured bingo balls into their appropriate place on the bingo board. Children's success is praised by the staff, which gives children the encouragement to persist at their chosen activity.

Staff pay close attention to how children engage in their preferred activities, which gives them a fair understanding of what levels of support or intervention are suitable. Children's language and communication skills are extended through regular use of conversations and simple questions and directions. They communicate well at a level typical for their age. Children are supported consistently by the staff who welcome them and take the time to talk to and get to know the children attending.

Children register with the playscheme as soon as they reach their fifth birthday. They are then able to use all the playscheme facilities and be supervised by staff while they are in the play centre or participating in an activity. The nature of open access clearly states that 'Children cannot be confined to the play centre or its grounds or prevented from coming or going as they choose'. Parents and children fully understand the open access nature of the playscheme. Children show good levels of behaviour and have made their own playscheme rules. It is the children's choice to attend and leave as they wish, and they fully comply with their own rules regarding behaviour and respect. This promotes their understanding of safety and boundaries for the benefit of all children and staff attending.

Parents share information on children as soon as they start, completing children's details forms, which enables staff to have sufficient information to support their health and welfare. There are 'All About Me' forms, which have more detailed information on what the child likes and dislikes, and gives staff more detailed information for them to assess children's starting points, knowledge, skills and abilities. The staff ensure that all children are equally included in the activities. Regular discussions with children enable staff to plan activities and supply coaching and further experiences, which are fully based on the children's own ideas and interests. For example, dance instructors and table tennis coaches visit to further add to the experiences provided.

Children freely flow between the main room, the enclosed outdoor play space and the local park. A wide choice of challenging equipment support children's physical skills. For example, their dexterity is tested as they thread small beads onto wool to make jewellery and as they attempt to hit the cue ball on the pool table. They extend their balancing skills

as they learn how to use stilts and wobble boards successfully.

Children's high levels of confidence, self-esteem and behaviour are actively enhanced by the staff's good practice. Children show they know how to behave safely and responsibly, respect the resources and others in the playscheme. This complements the learning that they receive in their schools.

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

Children are eager to attend and regularly arrive early. They show friendships and attachments to the members of staff and enjoy sharing a joke. Children display their confidence and trust in the staff because they are consistently given clear and positive messages about working together enjoyably and safely. Partnerships between parents and other providers of the Early Years Foundation Stage is suitable in supporting the well-being of children.

Staff support children's personal, social and emotional development, communication and language and their physical skills. Children show that they are meeting the expectations linked to their age range. These skills are key in enabling children to have the competence and confidence to continue making progress in their learning and development. Children show good abilities in managing their own self-care skills, they toilet themselves and fetch cool water from the dispenser to drink on a hot day.

Information sharing at the start ensures that the staff have a general knowledge of the children's health needs and abilities. However, the playscheme only introduced a key person system at the start of the summer holidays. This is still in the evolving stage and, therefore, is not well-established in order to thoroughly secure children's well-being and fully meet the requirements. This also impacts on the support given to the children's learning.

Children choose toys, games and equipment from the wide range of available resources. They are shown how to use equipment safely, recognising and managing risks for their own safety. For example, being reminded to use the wobble pedals outside rather than indoors in case they or other children get hurt.

Staff support children's care practices effectively. Children are encouraged to adopt healthy lifestyles through the extensive choice of activities, which include physical exercise and fresh air. They are routinely reminded to use anti-bacterial gel on their hands at snack time, and use tools to pick up the biscuits to prevent the spread of germs. Children have some healthy choices on the snack menu, such as water, yoghurts and fruit. However, children generally choose the more unhealthy option of fizzy diet drinks, biscuits and crisps. Therefore, they are not being effectively supported in adopting a healthy diet.

The playscheme is well-resourced and friendly. Children walk in and staff cheerily welcome them. They encourage children to familiarise themselves with the playscheme, introduce them to potential new friends and encourage them to get involved in activities.

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

The playscheme staff have a generally sound understanding of the learning and development requirements in relation to the holiday care provided. Staff provide a wide range of interesting and challenging resources and activities to support children's progress in all areas of learning. Staff complement the teaching that children receive in schools. They are aware of engaging in professional working relationships with other professionals and if and when the need arises and always if there are child protection concerns.

Staff actively take into account the views of staff, children and parents. The regular reflection and evaluation by the staff team, ensures that all activity programmes are monitored. This means children receive appropriate play opportunities and experiences. Parents comment about how friendly the staff are and are very happy with the exciting range of activities and experiences made available to their children. All activities and equipment are carefully monitored to ensure that early years children receive a broad range of learning experiences to complement their experiences in school. The playscheme staff have an appropriate understanding of the regulations and guidance within the Statutory Framework for the Early Years Foundation Stage regarding holiday wrap around care out of school hours. They provide supplementary experiences and activities designed to complement, but not replicate the learning that children receive in school.

Staff have a secure knowledge and understanding of the safeguarding and welfare requirements. They are fully aware of their responsibilities and know the action to take if they have concerns about the safety or welfare of a child. Robust recruitment, training and induction processes ensure that all adults who are in contact with children are checked to ensure that they are suitable. All staff are fully conversant and effectively implement the secure policies, displayed on the noticeboard, in the pamphlet and on the website. This ensures that parents and visitors are clear about the playscheme ethos and procedures.

The open access playscheme requires written permissions for children aged five years and above to attend. Parents of these children do not usually attend, once children are registered, they can come and go as they please. These children may still be in the early years age range. Staff have the parental details and work with them, other settings and external agencies if children need interventions and support. Therefore, the further development of the key person system in establishing partnerships is essential in ensuring that staff make a strong contribution to meeting children's all round needs.

### **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>     | EY285450                  |
| <b>Local authority</b>             | Hertfordshire             |
| <b>Inspection number</b>           | 872857                    |
| <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>      | 40                        |
| <b>Number of children on roll</b>  | 300                       |
| <b>Name of provider</b>            | Stevenage Borough Council |
| <b>Date of previous inspection</b> | 21/08/2009                |
| <b>Telephone number</b>            | 01438 314839              |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto: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, 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.

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

