

Sandmartins and Sandpipers Playscheme

Sandford St. Martin C of E School, Sandford, Wareham, Dorset, BH20 7AJ

Inspection date	29/08/2013
Previous inspection date	28/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff know children well and provide a warm, caring and home from home environment. Consequently children feel safe and secure, they are eager to attend and thoroughly enjoy their time in the play scheme.
- Parents are very happy with the care their children receive. They confidently share information with the friendly staff on a daily basis. Excellent partnerships with parents and other professionals enable staff to meet the needs of the children very well.
- Children greatly benefit from the use of the school grounds where they can explore nature and be physically active, promoting their all round development.
- The manager has a strong drive for improvement and successfully involves the views of parents, children and staff to further improve the quality of the play scheme.

It is not yet outstanding because

- On occasions, some staff miss opportunities to enhance children's learning further, particularly during free play sessions.
- There is further scope for children to experience visitors and outings to extend their interest in the world around them and the people in their community.

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 spoke to the staff, the manager and the committee Chair.
- The inspector observed the children in activities both indoors and outdoors.
- The inspector gained the views of parents spoken to on the day.
- The inspector sampled some documentation, including records of staff suitability

Inspector

Josette Dyer

Full Report

Information about the setting

Sandmartins and Sandpipers Play scheme is an out of school and holiday club that is run by a committee of volunteers. The play scheme operates from a building in the grounds of Sandford St Martins Primary School in Sandford, Wareham. Originally, Sandmartins and Sandpipers occupied two separate buildings within the grounds of the school. They registered in 1995 and 1999 respectively. However, in September 2008, the two settings moved into one building.

The accommodation consists of one large room with a kitchen area and fully accessible toilet facilities. The setting has the use of an adventure playground, the field and tennis courts in the summer. The play scheme is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It caters for children from four years up to the age of 14 years. There are currently 100 children on roll, of which 22 are in the Early Years age range. The children attend a variety of sessions each week.

The play scheme opens throughout the year with one week's break between Christmas and the beginning of the Spring Term. Sessions run five days a week during term time, from 7.30am until 8.45am and 3pm until 6pm. In school holidays and on school closure days the session run from 8am until 6pm each day, except on Wednesdays.

The manager is qualified to level 3 in early years childcare and education and she is supported by five further staff. Of these three staff hold a variety of early years qualifications and two are currently working towards a qualification. The play scheme has links to the host school as well as to other nearby primary schools. They receive 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:

- enhance children's learning further, particularly during free play sessions, for example by sensitively joining in with children's play, fitting in with their ideas and helping them to test out their ideas
- further extend opportunities for children to learn from the world around them and the local community, for example by organising visits to the local area and inviting more visitors into the play scheme.

Inspection judgements

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

The play scheme provides a warm, welcoming environment where children relax, play and socialise. Children can choose from a varied range of interesting activities both indoors and out. They are fully involved in planning activities; as a result they are motivated and eager to join in. For example, children and staff choose topics each term and children take topic sheets home to share with their parents. Together they decide what types of activities they would like to do. This clearly provides experiences for children that are central to their needs and interests. Children compile their own development folders with their key person. The children choose which work to use and stick in their chosen photographs. This helps children to take ownership of their learning and develop a good sense of belonging to the play scheme. Staff observe children and celebrate their achievements by displaying them on the 'wow' board. Staff successfully assess and track children's learning, this means that any areas for development are quickly identified and addressed.

Staff understand that children may wish to unwind after a busy day at school and during school holidays. Children relax in the quiet area looking at books and lay on the grass outdoors making daisy chains with their friends. Children greatly benefit from the use of the school grounds. Here they enjoy being physically active in large open spaces and greatly benefit from playing in the fresh air. For example they develop their balance and coordination skills as they play with hula hoops, balls and stilts on the field. During planned activities staff motivate and enthuse children to join in and become deeply involved in their learning. However, on occasions when children play freely, some staff 'supervise' children's play rather than becoming actively involved. For example, some children use stilts with ease to walk around the field, they challenge themselves by stepping over some equipment on the ground. Staff praise their effort but miss the opportunity to extend the children's physical skills further. For instance, suggesting or providing further objects for the child to negotiate, whilst on the stilts. At other times however, staff support and challenge children's physical skills well. For example helping children to ride bikes without their stabilisers, and teaching them skills such as sewing.

Staff effectively encourage children's communication and language skills throughout the session. Staff actively listen to the children, as a result even the quietest initiate conversation with adults and each other. Staff extend children's vocabulary, for example sensitively explaining a word the children are describing is 'altitude'. Children build and create with nuts and bolts. Staff mainly use the types of comments and questions that help children to explain their own ideas, further supporting language and thinking.

Staff generally provide good opportunities for children to learn about the world in which they live. For instance, they see nature close-up as they go on bug hunts in the surrounding woods, go pond dipping and care for their pet African land snails. However, there is scope to enhance children's knowledge of the world and their local community further. For example through outings into the local area and through visitors sharing their expertise. Children have some opportunities to learn about different cultures, lifestyles and

religions. Staff plan activities around the festivals that are important to the families in the play scheme and parents cook traditional foods with the children. This helps them to develop a respect for diversity.

Parents say they are very happy with the care their children receive and appreciate the hard work of the staff. They make comments such as 'I would be lost without them' and 'Staff really make sure the activities are relevant to my children's needs'. Staff develop excellent partnerships with the parents and with the schools children attend. Daily discussions with parents and teachers enable the sharing of information between all those concerned. This helps staff to provide consistency of care that compliments and consolidates children's learning. As a result, all children are making good progress towards the early learning goals.

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

Staff are kind and caring and show a high regard for children's emotional well-being. The key person system, where each child is assigned a member of staff, works well and helps children to feel safe and secure. Relationships between children and adults are strong. The small team get to know all the children well so they are happy, settled and enjoy their time at the play scheme. Children behave extremely well because staff involve them in making a wide range of decisions, including behaviour codes. Children make a display of their rules using their own pictures and words such as 'no fighting'. Staff use consistent messages and praise children regularly. This builds their self-esteem effectively and helps them to understand what is expected of them. Children play and form friendships across the different age groups. This effectively helps younger children to develop good social skills and to prepare them for moving to a different year group in school.

Children develop a good awareness of how to keep themselves and others safe throughout the session. For example, children regularly practice fire safety drills and know to put scissors in the block when they've finished with them. Staff successfully help children to develop an awareness of how to live a healthy lifestyle. They provide nutritious snacks and meals daily; parents and staff notice how children are increasing the range of healthy foods they are eating since attending the play scheme. Staff teach children about the benefits of eating healthily as they discuss the difference between full fat and skimmed milk. Children cook regularly in the play scheme and have made their own book of healthy recipes to sell to parents, effectively supporting healthy eating at home. Children wash their hands before eating and after using the toilet without prompting. They check that their friends and the adults have done the same. This alongside the many opportunities children have to play outdoors, effectively helps children to develop a good attitude towards healthy living.

Children play and learn in a stimulating and well equipped environment both indoors and out. Toys and resources are well organised so children can easily choose what they would like to play with, successfully helping them to be independent and active learners. In addition the school grounds provide children with a variety of other options such as playing in the adventure playground or using the tennis courts. These experiences

effectively contribute to supporting children's all round development, independence and cooperation.

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

The manager is a strong and motivational leader, who is dedicated to providing the best possible experiences for children. The knowledgeable and enthusiastic committee are fully aware of their responsibilities and keenly support the effective running of the play scheme. Children's safety is a clear priority. Staff and committee members attend safeguarding children training and they develop their knowledge further through in-house training. This helps to ensure all are confident in what to do if they have concerns about any of the children, relevant to their role. The manager regularly updates and revises policies and procedures to affect the safe running of the play scheme. For example, the manager has designated the building and surrounding grounds as a 'mobile free zone', while the play scheme is open, to further protect children and promote their welfare. The thorough risk assessment effectively identifies and minimises any potential hazards to children, helping to provide an enabling and safe environment for children to play in. Staff regularly update their first aid certificate and attend training to support children with specific medical conditions. This helps the staff to confidently meet the medical needs of all the children in their care. All staff undergo the relevant checks regarding suitability.

The manager has effective systems for monitoring the day to day practice in the play scheme. She is knowledgeable about how children learn and ensures planning includes a broad range of experiences, helping children to make good progress in their learning. An effective appraisal system and regular supervision meetings help to ensure all staff understand their role and responsibilities, and identify any training needs. Staff are keen to improve their knowledge and qualifications and the manager leads by example having recently updated her qualification. As a result, children's interests are promoted as staff receive regular support, coaching and training.

Clear systems for self-evaluation are in place and the manager and her team show a strong drive for improvement, readily acting on any recommendations to enhance the quality of the play scheme. For example, they use the Ofsted self-evaluation form to successfully identify strengths and weaknesses, incorporating the views of the staff, children and their parents. They use innovative ideas to gain these views; the children enjoy taking part in an 'interview', talking into recording equipment, discussing what they like and any ideas for improvements. The setting works well with local authority advisors, often seeking and following their advice. All this information is used to prioritise plans for improvement that will bring about the best outcomes for children. The recommendations from the last inspection have been positively addressed. For example, activities and resources are now organised to help the youngest children to make more purposeful choices. Also, staff have developed excellent links with the local schools; effectively promoting children's well-being and all round development.

Partnerships with parents are strong. They receive a wide range of information about the

play scheme including newsletters, policies and daily communication. Parents speak very highly about the play scheme and say they feel fully involved. The manager has good systems in place to link with other settings children attend, and with other professionals if necessary. This helps to ensure all children receive the support they need to reach their full potential.

The Childcare Register

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
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	153465
Local authority	Dorset
Inspection number	843204
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 14
Total number of places	24
Number of children on roll	100
Name of provider	SandMartins Playscheme Committee
Date of previous inspection	28/01/2009
Telephone number	01929 551212

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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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