

Brighter Opportunities through Supported Play

Pioneer School, Ghyllgrove, Basildon, ESSEX, SS14 2LA

Inspection date	14/09/2013
Previous inspection date	31/05/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children's learning and development are very well promoted. Individual learning plans are tailored according to children's interests and development needs, this means that children make rapid progress in their development.
- There are extensive systems in place so that children's behaviour is managed effectively and safely, for example, individual care plans are effective. Children receive one-to-one support, where identified, from a dedicated staff team which allows children to enjoy their time at the provision and also be fully included in all activities and experiences that are offered.
- The manager, committee members and staff have a secure understanding of their role in safeguarding children. There are robust policies and procedures in place, and staff work with other agencies with regards to any child protection concerns. Therefore, effective steps are taken to safeguard children.
- The physical environment, resources and activities are exemplary. The sensory rooms, soft play areas and the hydro-therapy swimming pool provide children with creative and exciting play experiences. This enables children to actively participate in an environment that is both safe and meets their individual needs.
- There is a strong commitment to staff training and development as there are robust procedures in place regarding further training, for example, behaviour management, lifeguard training and paediatric first aid training.

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 interactions between children and the staff.
- The inspector held discussions with committee members and the manager.
- The inspector discussed the children's educational programmes and ensuring their individual needs are met.
- The inspector discussed safeguarding and behaviour management policies, procedures and practices and looked at relevant documentation.
- The inspector looked at all the areas used by the provision, this includes sensory rooms, soft play area, large hall and swimming pool.

Inspector

Lisa Paisley

Full Report

Information about the setting

Brighter Opportunities through Supported Play was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting operates from a number of designated rooms with the Pioneer School in Basildon, Essex and is managed by a committee for children and young people with special educational needs and/or disabilities. The provision serves the local area and is accessible to all children. All children share access to a secure outdoor play area.

The provision employs 37 members of child care staff. Of these, 24 hold appropriate early years qualifications at level 3, including 4 staff with Early Years Professional Status or Qualified Teacher Status.

The provision opens offers a Saturday Club and opens from 10am to 3.30pm during school term times. The holiday scheme opens Monday to Friday from 10am to 3.30pm. There are currently 67 children attending and four are in who are in the early years age group. There is a 'Chillzone' club for adults with special educational needs and/or disabilities every other week, and a youth club for children aged 11 years and over, which runs every Thursday from 6.30pm until 8.30pm. The provision provides funded early education for four-year-old children onwards. It supports a number of children who speak English as an additional language and focuses on children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- continue to update self-evaluation so that it is consistently reflective of the setting's current practice to evaluate improvements made.

Inspection judgements

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

Brighter Opportunities through Supported Play is an out-of-school provision for children with special educational needs and/or physical disabilities. Children of all ages attend, although the majority of children attending are outside of the early years age range. Staff demonstrate and very good understanding of the Early Years Foundation Stage in meeting children's individual care and learning needs. Children attending have mild to severe disabilities and/or complex care needs and the staff skillfully adapt, plan and prepare activities so that they are individually tailored and children can make rapid progress. Staff

accurately assess children's progress and use this effectively to inform the activity plans so they cover the seven areas of learning, consider children's interests and support their ongoing development needs. Children's individual learning journals contains a wealth of information including 'wow' moments and this information is shared with parents. This means that parents are fully informed about their child's care and development. There are exceptional links with other settings that the children attend; this ensures continuity of care is maintained.

Children's play and learning is exceptionally well catered for, as staff the children well and they are able to support them in their emotional well-being. Staff know through a combination of verbal and non-verbal gestures when the child is tired or wants to try another activity. For example, when restless and tired they will spend time in the sensory room on a one-to-one basis. This ensures that children's dignity is maintained and they are treated with respect and all are effectively safeguarded.

Children have extensive opportunities to enjoy physical exercise. The hydro-therapy pool gives children the freedom to move develop their physical skills. Whereas the sensory playrooms promote children's finer physical skills, as they reach for the sound hand prints and the sensory lights. The large hall area and the garden area provides extensive opportunities for children to exercise and enjoy the fresh air. Children particularly enjoy football games and the sensory garden. Specialist hoists located within all play areas allow children to access an extensive range of activity and ensures that they are fully included in all aspects of the setting.

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

Staff demonstrate an unquestionable commitment in meeting the complex welfare and emotional needs of all the children that attend the setting. The extremely well organised key person system ensures that staff know children exceptionally well, but also they receive either one-to-one support or more if needed. There are always additional staff available so the provision works with a higher than required ratio of adults to children. Secure attachments and bonds are established between the children and staff, as children are cared for by small teams who know how children's individual care routines and needs. This means that children are consistently provided with outstanding care and support.

There are excellent systems in place to manage a range of complex behaviour needs of the children. This includes effective reassurance and support for children, as staff provide children with clear guidance and explanations which enables children to take control of their behaviour. Staff also record and evaluate behaviour through individual behaviour records and agreed care plans. This is shared with the parents and other health professionals, ensuring professionalism and openness in practices and also vulnerable children are safeguarded.

Many children have a restricted diet, which means that they are limited to what they can eat, therefore, parents provide the snacks for their child. There are very good procedures in place to ensure children who require feeding through gastro tubes are effectively

supported. A number of staff are medically trained to carry out the procedure which ensures that children's dignity and privacy is sensitively managed. Staff are fully aware of children's complex dietary needs through detailed care forms and children's records. Medical records are reviewed and checked on a regular basis with the parents and other professionals. They are also reviewed at the beginning of each session to ensure high standards of care are maintained and children's good health is extensively promoted.

Children and young adults are able to attend the setting as there is no upper age limit imposed. They are taken on regular trips out, for example, on Saturdays children and young people go to the cinema. There are also trips to adventure activity parks, and bowling. This supports children's personal, social and development, as they experience and learn how to integrate in a range of environments.

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

There is a strong commitment and passion in providing an outstanding and safe environment for children and young people with special educational needs and/or disabilities. There is a strong management structure in place, as the manager is effectively supported by the committee members. They also have clear roles and responsibilities and as a management team, they have worked very hard to ensure the provision meets the requirements of the Early Years Foundation Stage. Detailed risk assessments are in place and carried out, prior to the children arriving, and staff ensure children arrive and depart safely each day. Each child has their own risk assessment which is used to consider the provision as a whole to ensure it meets the needs and is safe for all children. This means that all children are exceptionally well safeguarded and risks are minimised.

The safeguarding of children is exceptional, as committee members, the manager and staff clearly understand their role in protecting children. All staff know that they are working with children and young people who have complex needs, therefore, effective systems are in place to support them. For example, excellent behaviour management strategies are implemented that both safeguard children and staff, and parents are fully informed of these procedures. The manager has successfully created secure working environment for staff in which staff can discuss in confidence any safeguarding issues. All required safeguarding policies and procedures are in place and understood by all staff; they are meticulously detailed and ensure staff can be confident to follow the procedures if needed. This ensures that children and young people are safeguarded with regards to all aspects of their care.

The manager has a commitment to promoting staff's professional development, as she knows that good highly trained and skilled staff are effective in meeting the needs of the children who attend. There is continuous training and monitoring and this ensures that children's learning, development and medical needs are met. Many children have complex medical needs and staff are trained to administer complex medical procedures, including the storage and preparation of medication. A number of children require medication at set times of the day, therefore staff use a range of monitoring systems that alert them to

times when medication is needed. This ensures that children receive their medication at the correct time while attending the setting.

Brighter Opportunities through Supported Play is a unique setting as they successfully adapt the learning and development requirements with the complex health and care needs of the children who attend. The management and staff team evaluate and monitor the effectiveness of the setting, although these can be updated with some minor changes so that the evaluation reflects current practices within the setting and enables good evaluation of the improvements made. There are excellent relationships between parents and other professionals, as all parties involved are committed to meeting children's needs. The views of parents are sought through verbal feedback and parents are regularly updated with regards to changes in care plans. This helps inform children's development and learning, but also funding applications to provide additional resources and activities for children.

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
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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

Unique reference number	EY377742
Local authority	Essex
Inspection number	932416
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	67
Name of provider	Brighter Opportunities Through Supported Play (BOSP)
Date of previous inspection	31/05/2013
Telephone number	01277 624300

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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.

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.

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Piccadilly Gate
Store St
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M1 2WD

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