

Salisbury District Hospital Holiday Playscheme

Odstock Road, Salisbury, Wiltshire, SP2 8BJ

Inspection date	05/11/2013
Previous inspection date	07/04/2009

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 are actively involved in the planning of activities and are able to follow their interest as they make free choices about their play.
- Staff monitor children's progress successfully to help them plan activities and experiences to help children move onto the next stage in their learning.
- High priority is given to children's safety. Staff supervise children well and help them to gain an understanding of risk through the activities.
- The management and staff have a clear drive for improvement, effectively evaluating and monitoring the provision, which benefits the children.

It is not yet outstanding because

- The outdoor environment is not used to its full potential to enhance children's all-round learning and development.
- Staff do not make the most of encouraging children to develop an understanding about following a healthy diet.

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 children's play and staff interaction, both indoors and outside.
- The inspector completed a joint observation with the deputy manager.
- The inspector looked at documentation including a sample of children's records and staff suitability records.
- The inspector talked with staff, parents and the childcare coordinator.
- The inspector discussed the systems used to review and evaluate the provision.

Inspector

Dinah Round

Full report

Information about the setting

Salisbury District Hospital Playscheme was registered in 1999. It operates from three rooms in the staff club of Salisbury District Hospital, in Wiltshire. There is access to cloakrooms and an outdoor play area. The scheme opens five days a week during school holidays. The playscheme is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Sessions are from 7am until 6pm. Children attend for a variety of sessions. The playscheme is a workplace setting, providing childcare for the National Health Service and affiliated staff in Salisbury. There are currently 238 children on roll from the age of four years to 14 years, of whom 15 are in the early years age range. A total of 105 children are under the age of eight years. The playscheme supports children with special educational needs and/or disabilities.

The playscheme employs 14 part-time staff, of whom 11 have appropriate playwork or early years qualifications. The deputy has Early Years Professional Status. The playscheme has completed the Bristol Standard Quality Improvement for Play Provision certificate.

What the setting needs to do to improve further

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

- develop the outdoor play environment further to enhance children's all-round development
- review the way that children's health is promoted, with particular regard to promoting a healthy diet.

Inspection judgements

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

Children are happy, settled and enjoy their time at the playscheme. Early years children have an allocated key person who links closely with parents to gain information about the children's care and learning. Parents complete a 'starting point record' for their child when they first start. This provides information about children's home language, their favourite games and activities, and any areas of learning they may find difficult. The key person uses the information to help children feel settled. Simple observations are made of the children's progress and achievements and staff use these effectively to help them plan future play and learning experiences. As a result, children enjoy a good balance of both adult-led and child-initiated play activities and experiences. Staff organise specific activities to promote children's physical development, such as a game of 'grandma's stairs', which encourages children to use their imagination to move their bodies in different ways.

Children are allowed to follow their interests as they choose to draw pictures of different animals they have been during the game. Staff plan a varied and stimulating weekly programme of play activities. This takes account of individual children's ideas and suggestions and is divided into activities for the specific age groups. Throughout the day, children are able to freely choose through self-directed play, where they make their own choices and engage in activities that interest them.

Staff interact positively with the children as they get involved in the play activities and encourage children to learn to do things for themselves. This helps to promote children's independence. Children chat happily with other children and staff, sharing their news and ideas confidently. They work together well in small groups, as they negotiate the rules of the card game and confidently count the numbers on their cards. Staff are on hand to support the children but are careful not to take over, allowing the children to use their problem solving skills. Children have fun playing a physical game that involves a lot of twisting and stretching of the body to reach coloured spots. They take turns to spin the dial and confidently describe which colour is next. Children listen carefully to each other and play together nicely. Resources are stored in low shelves and children can easily access the wide range of resources and tools. They enjoy doing free drawings with both older and younger children chatting together as they use the marker pens to doodle on the large white board. Children join in various themed creative activities, such as making bonfire pictures and creating their own space rocket. They select their own materials from the cardboard boxes, paper, tape and plastic bottles with staff allowing children to be creative and follow their own ideas.

Children's physical development is promoted well through a broad range of play activities, such as weekly swimming sessions. Children show good control as they stretch and balance during the junior gym session, listening carefully to the instructor. Key staff stay close by the younger children during the session offering support and praise, which helps to build children's confidence and self-esteem. Children have some access to the outdoor play area so they get fresh air and exercise. However, staff have not fully developed the outdoor play area to incorporate all areas of learning to enrich children's learning experiences.

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

Children develop good relationships with adults and other children. They show consideration towards others, and older children are helpful towards the younger children during the routines and activities. Children learn about boundaries and expectations with regards to behaviour as they get involved in developing the playscheme's 'golden rules'. Staff provide gentle reminders to help children play well together. For example, they explain to children to take care when swinging round with the pool cue so they do not hurt anyone. Children listen and respond, showing that they are learning to take responsibility for their own behaviour. Staff liaise with parents over any behaviour issues so they can all work together to support children and provide children with consistent messages.

The use of detailed risk assessments by staff effectively identify and minimise risks, so that children can play in a safe environment. While building work is being carried out additional safety measures have been implemented, such as fixing a security key pad on the door to the room. This means that unauthorised visitors cannot freely access the playscheme room. Staff follow clear procedures on outings to support children's health and safety. This involves carrying out a pre-visit to the venue, maintaining higher staff ratios and doing regular head counts. Staff do a daily safety talk with all the children, both on days at the setting and when on outings, which includes reinforcing the behaviour expectations. This re-visits safety issues through group discussions and helps children learn how to be safe in their play.

Overall, children's health is promoted well. Staff sit with children at lunchtime chatting about various foods and which are healthy. However, a daily tuck shop is provided mid-morning where children can buy sweets to eat. This does not encourage children to develop healthy eating habits. There are effective systems in place to support any children's individual medical needs. A staff member who is first aid trained is always present and all staff complete water safety awareness training. The manager liaises closely with parents to make sure they are clear of children's medical needs. Detailed records are maintained which are shared with all staff so they are clear of any specific procedures to be followed.

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

Staff have a secure knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. They maintain comprehensive policies, procedures and records to help promote children's safety and welfare. These include robust recruitment and vetting procedures, coordinated at the hospital's Human Resources department, to establish the suitability of adults to work with children. Any new staff do not start until all the necessary checks are completed to make sure that all those having contact with children are suitable to do so. Clear induction procedures, in-house training and staff supervision mean that staff are clear on their roles and responsibilities. Staff have a secure knowledge of safeguarding issues and of their responsibilities if they have concerns about a child in their care. The manager talks with staff about different aspects of safeguarding during staff meetings to refresh staff's understanding of the company's policies and procedures. All required records are in place and stored securely to maintain confidentiality.

Staff work together well as a team. They have regular meetings to discuss ideas and the children's individual needs to make sure the sessions run smoothly. Children benefit from the inclusive environment where they are all valued and included. The management and staff have a positive attitude to the ongoing development of the provision. They have developed clear action plans with well-focused targets. This includes the current building work to extend the play environment available to the children. Children are encouraged to contribute to the running of playscheme. Staff listen to their ideas, and encourage them to record any suggestions for new equipment and activities on the board. An annual

questionnaire sent out to seek the views of parents and children welcomes feedback about the provision. The information is used effectively to reflect on the provision and help drive improvement to benefit the children. A clear complaints procedure is in place and senior staff and management work closely with parents to resolve any issues. A list of complaints is displayed and made available to parents.

Some playscheme staff also work in the nursery that runs from the same site and as many of the younger children have attended the nursery this helps to provide some continuity for children's care and learning. The manager links with parents before each holiday session to get an update for children with specific needs so that staff can provide children with the support needed. Informal discussions with parents keep staff updated about children's current interests and what they are learning at school. Daily discussion at handover times keeps parents well informed about their child's care, well-being and development. A summative assessment of the younger children achievements and progress is shared with the parents and the children's school at end of summer holidays. Parents receive regular information about the provision through emails, regular newsletters, and notices displayed. This includes copies of the weekly planning detailing the activities and any outings.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	146005
Local authority	Wiltshire
Inspection number	934128
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	66
Number of children on roll	238
Name of provider	Salisbury NHS Foundation Trust
Date of previous inspection	07/04/2009
Telephone number	01722 336262 X 2328

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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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