

Bells Lane and Aspley Surprise Playscheme

Bells Lane Community Centre, Amesbury Circus, NOTTINGHAM, Nottinghamshire, NG8 6DD

Inspection date	17/02/2014
Previous inspection date	25/10/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children's safety is not assured as the arrangements for the security of the building are not effective and leave children at risk.
- Volunteer staff members do not receive appropriate induction training, which means they do not fully understand their roles and responsibilities, including the safeguarding procedures, and as a result, children's safety cannot be assured.
- Monitoring and supervision of the volunteers' practice are poor. The manager fails to drive and secure improvement, significant weaknesses are not identified and the volunteers do not receive coaching and support to improve their practice.
- Children's behaviour is not always managed appropriately. As a result, their confidence and well-being is not consistently supported.
- The key person system is inconsistent. This means children are not aware of the routine of the session and do not know who to go to if needed.
- Not all records are kept on site or are readily available for inspection. The safeguarding policy is not effectively implemented, which means children are not safeguarded.

It has the following strengths

- Children are happy and they relate well to the kind, caring team of volunteers.

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 hall and playroom.
- The inspector spoke with the manager, volunteers and children at appropriate times throughout the inspection.
- The inspector looked at planning documentation, a selection of policies and procedures and children's records.
- The inspector checked evidence of suitability and qualifications of the volunteers working with the children.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Sue Riley

Full report

Information about the setting

Bells Lane and Aspley Surprise Playscheme has been registered since 1987. It is run by the Bells Lane and Aspley Tenants and Residents Association Committee. The playscheme operates from a community centre in Nottingham and is open to children aged five to 15 years. The children who attend are mostly from the local community. The playscheme operates during all school holidays except for the Christmas break. The sessions run from 10am to 1pm from Monday to Friday. Children have access to the main hall, playroom, reception area, kitchen, toilets and an outdoor area.

The playscheme is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 169 children on roll, of whom, two are in the early years age range. The playscheme supports older children with special educational needs and/or disabilities. A total of 12 regular volunteer staff work on a part-time basis. Of the volunteers, three hold qualifications at level 3.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

ensure that the premises are secure with regard to the main entrance

ensure all reasonable steps are taken to prevent unauthorised persons entering the premises

ensure all staff are trained to understand the safeguarding policy and procedures, and ensure that all staff have up-to-date knowledge of safeguarding issues

ensure that all volunteers receive induction training to help them understand their roles and responsibilities; induction training must include information about emergency evacuation procedures, safeguarding, child protection, the equality policy and health and safety issues.

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

- implement supervision arrangements to foster a culture of mutual support, teamwork and continuous improvement of the people who have contact with children and families
- ensure all volunteer staff are familiar with the behaviour management policy and procedures and are aware of how to manage children's behaviour in a positive manner
- ensure each child is assigned a key person with particular reference to helping children settle
- ensure that the safeguarding policy and procedures are implemented with reference to the use of mobile phones on site
- ensure records are easily accessible and available for inspection, with regard to accident and medication records.

Inspection judgements

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

The manager and some volunteers support children's learning and development and some have the skills, knowledge and understanding of the prime and specific areas of learning. This means children are making steady progress in relation to their starting points and this appropriately complements the learning that takes place in school. Although there are no formal observations and assessments in place, the manager does know what the children can and cannot do, therefore, there is an awareness of children's individual needs. She gets to know the children as they attend the playscheme and plans a range of activities to cover the areas of learning. The manager is aware of how to support children in their learning and development and plans appropriate activities. These are mainly around creative and physical areas of development. This is a holiday playscheme and children come to have fun and learn new skills at the same time. The main hall is used for the physical play activities and team games and this helps children to develop secure relationships, through playing cooperatively and learning how to take turns. The older children encourage the younger children in what they do and fully include them in their teams. The art and craft room is very well presented with a wealth of accessible resources and activities, which allows children to develop their own ideas, such as box modelling. Through the planned session the staff allow children to have time to explore and persist at their chosen activities; this means that children become active learners as they maintain focus and concentrate on what they are doing.

Having two defined areas means that children in the art and craft room cannot be easily distracted and can problem solve for themselves as they test out their own ideas. The playscheme runs a 'Tuck Shop' towards the end of the session, which allows children to make their own choices and learn about the value of money. The older children are aware of what to do at snack time and form orderly queues so they can purchase their snacks. However, younger children attending for their first session do not have anyone to show them around the building or explain what the routines are. This is in part due to them not being assigned a key person. However, in some cases volunteers gently ask the children if they want support as they play. For example, they help with threading the needle so the children can sew their own bird puppets. Children are very proud of the creative work that they do. They are keen to show the inspector their box models and painting.

Children maintain good levels of concentration as they undertake their creative activities. They spend time doing their box models together, talking about what they are doing. One child writes their name on their drawing and uses the letter sounds as they write and another explores the paints and makes their own colours. Children engage well in their chosen activities. The interaction between the volunteer staff and children is variable at times. For example, when a child went over to the painting table and they stood for some time as it took a volunteer some time to notice that there was no room for the child to join in and paint. At the beginning of the session all children listen to the rules of the playscheme and what is available for them to do, as a result, they know what they can and cannot do. The manager reinforces the fire procedures with the children so they all know what to do in the event of an emergency; this helps children to keep themselves

safe. Some of the volunteers are not skilled in teaching the children. Although they ask questions and support the children's play at times, some volunteers lack confidence in what they are supposed to do, such as promoting children's understanding of what they are doing. This is because they do not receive appropriate induction training and are not aware of what their roles and responsibilities are to support children's learning.

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

The system for assigning a key person for each child is not consistent, which means children are not always assigned a key person to enable them to build up emotional attachments with someone who is there to support them. For example, they are not shown where the toilets are and have to go and find them for themselves unsupervised, which shows a lack of care for children. In addition, this practice puts children at risk as there are unknown adults in the building who have access to the toilet areas.. Some information is gathered from parents so children's needs are known. Documentation shows that appropriate consents are in place from parents to safeguard children. Children use good manners without being reminded and the staff do praise them for this. As part of the routine children are encouraged to help with the tidying and clearing away of the activities. These routines help them to care for the immediate environment. When planning the activities the staff encompass other cultures and beliefs to raise children's awareness and understanding of different lifestyles. As part of the routine children are encouraged to wash their hands before eating their snack; this helps them to embed and understand self-care practices.

Children's behaviour is mainly well managed and in a manner appropriate to their age and stage of development and particular needs. However, some volunteers do not use positive behaviour management strategies, for example, children are shouted at when they make too much noise, which means that children are not given consistent messages in order for them to learn how to behave appropriately.

A range of physical activities are available so the children can practise and develop their large and small movements. For example, they join in a game of rounders, which helps to develop children's hand-to-eye skills as they hit the ball with control and then run around objects. Also, within the art and craft activities, children can practise their finer skills as they cut out objects, glue and paint with control. They are provided with activities to be active and begin to develop a healthy lifestyle. When the weather is suitable the children have opportunities to be physical outside in the fresh air, however, in poor weather, physical play is undertaken inside. At the beginning of each session the children are informed which volunteers are the first aiders of the day and the reasons why to go to them if they have an accident. This helps children to be independent and take responsibility for themselves.

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

Leadership and management are inadequate. Some of the volunteers are not fully aware of their roles and responsibilities with regard to protecting children in their care. This is because they do not have effective induction training, which covers the day-to-day

running of the provision, especially in child protection. As a result, children's safety is compromised. The manager has not satisfactorily addressed the action raised since the last inspection, regarding the security of the building when children are present. This is exemplified by children using toilet facilities that are used by adult visitors whose suitability has not been checked, and volunteers do not supervise the children at these times. In addition, due to the lack of supervision, early years children are able to leave the premises unchecked should they wish to do so. This practice does not safeguard children. These are breaches of requirements for the Early Years Register and the Childcare Register. At the last inspection the manager was asked to implement the safeguarding policy and procedure around the use of mobile phones and cameras. The policy was amended accordingly, however, the policy is not implemented to promote children's welfare, as the older children use their own mobile phones during the session. Most aspects of the provision are included in the risk assessments and daily safety checks enable the volunteers to check that play areas are safe for the children to use, although, safety in the toilet area and security of the building have not been fully considered. All staff are volunteers, however, appropriate recruitment procedures are in place to ensure they are suitable to work with children.

As they are not aware of what is expected from them, the volunteers do not adequately deploy themselves within the playscheme to ensure children are adequately supervised. For example, during the inspection one volunteer was left on their own with 21 older children, while this does not breach the requirements, it demonstrates the poor understanding of new staff about safe working practices. The manager as soon as she became aware of this did address this issue. The manager does not provide supervision sessions or meetings with the volunteer staff to foster a culture of mutual support in the team, to share ideas or to identify any training needs, in order to benefit children's care and learning.. The manager does, however, carry out annual appraisals, but these are very basic and do not lead to improving the volunteers' professional development. On the day of the inspection, the manager was not able to provide some of the past records regarding accidents and medication. This is a breach of requirements and demonstrates poor practice as they are not able to monitor these effectively to ensure the safety and well-being of all children.

Links with parents are sound and opportunities are available at the beginning and the end of each session to share any relevant information. This helps to ensure the manager is aware of children's individual needs and parents' requests. Parents are very positive about the playscheme and they feel that it meets their children's needs through what is provided. They like the outdoor activities, things that challenge the children like the climbing wall and range of sports activities. The manager has some links with other providers when appropriate to support children when the care is shared. The systems for self-evaluation and monitoring practice are not effective because the manager does not seek the views of the volunteers, parents or children in helping them to improve the provision that they offer. This means children do not benefit from a good quality provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with**

The requirements for the voluntary part of the Childcare Register are

actions)

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised except where the childcare is open access childcare, or where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (voluntary part of the Childcare Register).

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	254517
Local authority	Nottingham City
Inspection number	943639
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	69
Number of children on roll	169
Name of provider	Bells Lane and Aspley Surprise Playscheme Committee
Date of previous inspection	25/10/2012
Telephone number	0115 9134997

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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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