

# Merlin Playscheme

Highweek Community Primary School, Coronation Road, Newton Abbot, Devon, TQ12 1TX

<b>Inspection date</b>	11/04/2014
Previous inspection date	24/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 are caring and keep children safe so they are happy and settled. Children are therefore motivated to learn and to acquire new skills.
- Staff have good relationships with parents and close links with the host school. This results in good continuity of care for the children who attend the playscheme. As a result, they make good progress.
- Children have good supportive relationships with one another and this supports their well-being.

### It is not yet outstanding because

- Although children suggest ideas for activities, staff do not always give them added responsibilities or involve them in planning their own learning.

## 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 both indoors and outside.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector viewed a range of documents, policies and children's records.
- The inspector spoke to children, parents and carers and took account of their views.

## Inspector

Annette Blundred

## Full report

### Information about the setting

Merlin Playscheme registered in 2001 and is run by a committee. It operates from Highweek Primary School, close to the town centre of Newton Abbot. All children share access to a secure, enclosed outdoor play area. The playscheme supports children with special educational needs and/or disabilities and those who are learning English as an additional language. The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 40 children on roll. Of these, two are in the early years age range. The playscheme is open from 8.30am to 6pm from Monday to Friday, during all school holidays except for the Christmas holiday. It is closed on bank holidays. It also operates a breakfast club between 7.50am to 8.50am, during school term times. Children attend for a variety of the sessions on offer. There are seven staff working directly with the children and all staff hold appropriate early years qualifications. The manager is qualified to level 4.

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

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

- involve children more in the decision-making, planning, reflection and self-evaluation processes.

### Inspection judgements

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

Children enjoy their time at the holiday club and have fun participating in the activities on offer. Staff know the children well. On arrival, the manager welcomes them and signs them in. The manager is the key person for all the younger children. Staff help the children to choose activities if they are unsure about what to do. Staff learn about the interests and aptitudes of the younger children before they start at the club. Parents and children begin an 'All about me' book in which children share their favourite activities, information about their families and friends and what they like to read. Children then add to this when they are at the club. This makes them feel valued and gives a point of focus for conversations to enable staff to get to know children better.

Many of the activities on offer are child initiated and adults support learning by making suggestions and asking appropriate questions. For instance, a member of staff participates in role play when children are 'making meals', by asking what sort of food they are preparing and which meal it is. This promotes children's vocabulary and understanding and develops conversation skills. Older children often help the younger ones in their play and activities and help them to experience success. For instance, a favourite activity is pool, which children of all ages enjoy. The younger ones are keen to learn new skills and

staff and older children encourage them to do so. They encourage them with praise, such as 'Brilliant shot' and 'You're nearly as good as me!' Similarly, they enjoy group games, such as 'Bingo' where all join in and are fully engaged; the older children helping the younger ones to identify the numbers. This develops children's listening skills, number recognition, concentration and the ability to cope with not winning.

The manager has a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Staff make observations and identify next steps for children. However, staff do not always build on this by involving children in planning their own next steps. Nevertheless, staff do provide appropriate activities for all children and support their independence as learners. For example, when younger children are enjoying a game of darts, the manager notices that they are having difficulty in attaching the darts. She changes the dart board to enable the children to experience success. She extends their learning by using a scoreboard, encouraging them to count on, in order to maintain the scores. This helps children to develop new skills, to persevere, to take turns and to understand the concept of numbers, addition and scoring.

Children can make suggestions for activities by writing on the board. The older ones help the younger ones to do this. This enables them to see the purpose of writing. Children enjoy the use of computers and these are very popular. Some children have a talent for construction and staff value and encourage this. In addition to the free choice activities, staff plan creative experiences for children such as decorating bags with fabric pens. There is usually a topic or theme on which art work is based, currently 'Spring' and 'Easter'. However, staff do not always involve children in the planning, preparation or evaluation of their work by the use of effective questions.

The staff make use of the space both indoors and outside and they rotate the equipment regularly to maintain interest. Children grow vegetables such as potatoes and onions. They record the growth of beans and sunflowers. Therefore, they learn about food and they enjoy related activities such as making vegetable soup.

Parents and carers hold informal discussions with staff about their children when they collect them. They say that they value this interaction and that they feel fully informed of what the children do at the club. In addition, a number of staff also work at the host school so children know them well. As a result there is good liaison between the parents, teachers and the staff at the playscheme. This means that children have good continuity of care and this meets their needs well.

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

The manager is the key person for the younger children and she has good relationships with them and with their parents. Children feel secure in her care and at the club. New children settle easily and make new friends. The older children show them how to use the equipment and where to find things. They confidently use the space well throughout the club, developing an understanding of risk as staff remind them to tidy up and be aware of others.

Staff carry out risk assessments and daily checks to minimise hazards and to keep children safe. The premises are secure and the manager checks the attendance of children, staff and visitors carefully. Children practise fire procedures regularly to promote their safety. These are the same as those carried out in the school so the majority of the children are familiar and at ease with them.

Children learn the importance of good health and hygiene. Staff promote healthy eating and have identified this as an area for development. They encourage them to bring healthy food in their lunch boxes and they teach them about a healthy diet. At snack and meal times the children display good table manners and speak nicely to each other. Children are able to be independent as they serve themselves. Staff support their dietary and health needs well as they are familiar with details of any allergies children have. Staff have attended first aid and food hygiene training to support children's good health.

As children are learning about eating more healthy food, children are excited to say that they are going to grow fruit at the club and that the trees will be coming soon. They are keen to tell the inspector that they are growing vegetables. Fresh drinking water is available during the day from the school drinking fountains. Staff encourage children wash their hands regularly throughout the day, before and after food, after going to the toilet and after messy or outdoor play. There are plenty of opportunities for children to exercise, both in the school hall, in the smaller outdoor area and also on the field. Here, children can enjoy team games such as football, rounders and cricket. Staff take the children outside every day and they look forward to this. Children learn to take considered risks using the equipment in the outdoor play areas. Most children take responsibility for their own safety and that of others. For example, they remind others not to step too near a younger child who is playing on the floor, and remind their friends to hold snooker cues safely.

Staff are kind and caring role models for the children who are clearly at ease with them. As a result children generally behave well, are and are able to attempt sort out conflicts themselves. If they experience difficulties with this then staff remind them of the rules of the club. However, children are not fully involved in making decisions about issues which are pertinent to all. For example, how long to display a constructed brick model before it is broken up for re-use. However, overall, children are very happy and relaxed. They receive praise for their achievements and staff value their ideas.

Staff encourage older children to help and support younger members. This further reinforces effective behaviour management, thus helping children to feel emotionally secure and safe amongst the different age groups. Children make friends, they are interested in activities and enjoy their time at the playscheme. Staff help children to learn to negotiate and to look after each other. These are valuable skills that they will be able to use in other aspects of their lives.

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

Leadership and management are good. The committee is fully aware of their roles and responsibilities in ensuring the safe and efficient management of the setting. The manager is the key person for the children in the early years age group. She gathers information from parents and carers from the outset, and she speaks to parents after each session. Parents state that they appreciate the close relationship the manager has with their children and that they feel very welcome in the setting. They praise the manager for her care of the children. In addition, good partnerships are in place with the host school and this contributes to the ethos of the holiday club within the local community.

The manager is fully committed to providing a welcoming and stimulating environment for the children who attend. She is aware of her responsibilities to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years and Foundation Stage. All recommendations from the previous inspections have been met. Staff are vigilant about the supervision of children, making sure that they are always within sight or hearing. They are also clear about their roles and responsibilities with regard to child protection. They are confident about identifying children who may be at risk of harm and are prepared to instigate the appropriate procedures, should the need arise.

The manager has a good understanding of the learning and development requirements. There is a mix of child-initiated and adult-directed learning. They identify children's needs clearly and discuss them with parents and teachers. They make every effort to meet children's needs. For example, staff give praise and encouragement to those children who are specifically lacking in confidence and give extra time to those who need it to understand instructions.

The manager has devised good recruitment systems to ensure that staff are suitable to work with children. New staff are appropriately checked and there are clearly defined induction procedures to enable them to become familiar with policies and practice. Staff receive regular supervision and appraisal and they help to plan the provision. Similarly, the self-evaluation process does not always include the views of children. However, the manager clearly identifies staff professional development needs and organises appropriate training. She and the team demonstrate a clear commitment to drive improvement.

### **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

<b>Unique reference number</b>	161476
<b>Local authority</b>	Devon
<b>Inspection number</b>	842072
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 13
<b>Total number of places</b>	40
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Merlin Playscheme Committee
<b>Date of previous inspection</b>	24/02/2011
<b>Telephone number</b>	0796 8891535

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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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