

Challengers Dorking

St Martins CofE Primary School, Ranmore Road, Dorking, Surrey, RH4 1HW

Inspection date	14/04/2014
Previous inspection date	30/07/2009

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

- Children thoroughly enjoy their time and benefit from an extensive range of interesting and challenging activities that support their learning needs well.
- Children, including those with special educational needs and/or disabilities receive high levels of support and are fully included.
- Staff are highly motivated and work well as a team creating a secure and safe learning environment for the children. As a result children demonstrate a strong sense of belonging.
- Children are kept safe and secure because staff have a good understanding of safeguarding issues and robust risk assessments are in place.

It is not yet outstanding because

- Staff do not always provide resources to enhance children's interest in the natural world.

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 had a tour of the play scheme with the play leader.
 - The inspector held discussions with the play leader and deputy play leader.
 - The inspector held discussions with play workers.
 - The inspector observed children taking part in activities indoors and outdoors.
- The inspector looked at a sample of various documents, including policies and procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.

Inspector

Jane Franks

Full report

Information about the setting

Dorking Challengers registered in 2005 and is one of a number of play schemes registered under Disability Challengers. The play scheme operates from St. Martin's Primary School, Dorking, in Surrey and is based in the hall and two classrooms with access to the school playground and playing field. The scheme is open each weekday from 9.30 am to 4.30 pm during school holidays. The play scheme accepts children up to the age of 12 years. There are currently 48 children on roll, of whom 29 are between the ages of four and eight years and three children are in the early years age group. It is an inclusive scheme and has places for 20 children with special educational needs and/or disabilities per day, including those with complex impairment. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The play scheme employs 50 staff in total. A team of up to 20 staff per day work with the children, depending on the number present and their particular needs. Staff are appropriately qualified.

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 opportunities to learn about the natural world further, for example, by incorporating additional activities about living things.

Inspection judgements

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

Children have a great deal of fun and really enjoy their time at the holiday play scheme. Staff implement the Early Years Foundation Stage and planned activities are linked well to the areas of learning. This allows staff to plan a programme of activities that is varied and balanced reflecting on the complex needs of all children. Staff actively listen to children's ideas and adapt activities to follow their interests. For example, children decide to make kites. Staff sensitively ask open question as to what they might need, encouraging children to think for themselves. Later children experiment with their kites outside, their self-esteem encouraged as they enthusiastically watch them fly with pride.

Parents comment their children receive a good level of support from dedicated staff who have a clear understanding of how children their children learn. Staff respect children and acknowledge and value what they say. All children, including those with special educational needs, thoroughly enjoy themselves learning through play. Children are confident learners who actively explore their environments and concentrate well as they engage in activities. Staff use all opportunities to teach children to learn and develop with strategies that have meaning to individual children. Children develop fine muscle skills as they make marks and engage in messy play, for example, they explore texture as they

investigate the feel of foam and paint. Children enjoy opportunities face painting with the staff. They choose characters of interest to them. These activities support children's creative skills and their expressions through arts and design.

Staff actively engage children's thinking and communication skills as they ask open-ended questions and encourage children to voice their ideas. Staff follow children's interests as they play with tyres, for example rolling them and stacking them, exploring and investigating. As a result, children's listening and attention skills are good. A large focus is placed on children's physical development and providing experiences to promote and challenge children's moving and handling skills. They enjoy throwing, rolling and catching games, as well as activities using a range of sports equipment and other large play apparatus. These activities support children's control of how their bodies move.

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

Staff are warm, calm, approachable and caring. Staff work efficiently as a team and are deployed well. They consistently communicate to support the diverse needs of the children and to ensure the individual needs of all children are met. Parents spend time with staff at initial settling-in sessions to share in-depth information about their child's needs. In addition regular information is sought from parents to ensure the individual needs of all children continue to be met. This system ensures that staff are able to support effectively both the physical and emotional well-being of all children. New children are shown around the premises and have one-to-one support to ensure that they are fully involved, encouraging friendships. Children have extremely positive relationships with staff and each other. As a result children behave well. Staff have robust behaviour management training and understand how to manage behaviour in a positive way. They support turn taking during the parachute game, for example. Staff listen to children and this helps them to identify and meet children's individual needs.

Children experience stimulating activities and games both inside and outside. They have opportunities to develop physical skills using the indoor bouncy castle, for example, which helps them develop healthy bodies and coordination. Children exercise vigorously in the school field practising their ball skills. Staff encourage children to be active and energetic as they use the challenging outside climbing equipment. As a result they learn how to manage risks and ensure their own safety. Children negotiate space around them as they ride on scooters and bicycles. Children dig for worms, exploring and discovering. However staff do not always help children to explore and develop their understanding of the natural world further, for example with activities to learn about living things.

Children develop their independence and have a good awareness of healthy practices. They know to wash their hands thoroughly after using the toilet and before eating. Children capably access their snack and join in lunchtime routines, finding their lunch boxes and sitting alongside their friends as they eat. Staff use opportunities during meal times to talk to the children about healthy eating. They make reference to all the energy they have used up during the morning activities and how the food they eat will help replenish it. Staff ensure children are confident and know what to do during the

emergency evacuation drill through regular practices.

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

This inspection took place following the provider notifying Ofsted that a school-age child had sustained an injury at the play scheme which required hospital treatment. The notification means that the provider met their legal responsibility as set in the Statutory Framework for the Early Years Foundation Stage and Childcare Register requirements to notify Ofsted of any serious accident or injury to any child while receiving childcare. However as a result of the notification, concerns were raised about the medical attention sought, staff deployment at the time of the incident, and risk assessment of equipment. At inspection it was found that the provider has carried out a thorough investigation into the accident. Since this incident occurred, the play leader has put in place effective procedures to ensure medical treatment is sought without delay to support children's well-being. The play leader and deputy play leader now administer first aid or oversee all first aid treatment that is administered by responsible first aiders to safeguard children's health and welfare. The play leader has put in place effective strategies for staff deployment when accidents/incidents occur. As a result children are supervised effectively. The play leader has taken steps to remove, minimise and manage future risks of injury to children so they keep safe.

Staff at the play scheme fully understand their responsibilities to safeguard children in their care. Procedures for safeguarding children are robust. Rigorous identity and suitability checks are carried out before staff start to work with the children. Secure recruitment and induction procedures ensure that all staff are suitable to care for children. All staff complete safeguarding training as part of their induction and are fully aware of the steps to take if they have any concerns about a child's welfare. A range of safety procedures followed by staff including the completion of a daily safety check helps to ensure that children play and have fun in a safe environment. Daily briefing meetings take place to make sure staff are fully aware of staff deployment, and the individual needs of children present.

The staff team are passionate about the level of practice that they deliver. Play leaders work directly with the staff and children, monitoring the quality of the provision and providing a good role model. This enables them to review and make changes where necessary to improve the experiences for children. Staff are supported in their work through observation and the staff supervision that takes place. This provides an opportunity to evaluate staff's practice and discuss strengths and areas for development. The senior management team support staff well in identifying clear goals and in providing training opportunities. This support demonstrates their commitment to the continuous improvement and development of the play scheme and outcomes for children.

The staff team have established good partnerships with parents. There is information available to parents prior to children starting at the play scheme and while their child is attending. For example, parents receive activity plans via email at the time of booking and

at the site there is an informative notice board. Parents and children are encouraged to be actively involved in improving practice through discussions and questionnaires. Staff work with parents very effectively to ensure that individual care, learning and development needs are efficiently met. Children with special education needs and/or disabilities are cared for very well. Parents make many positive comments. These include how much their child enjoys coming, the approachable and caring staff and the range of information they receive regarding their child's achievements.

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	EY301793
Local authority	Surrey
Inspection number	933953
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	32
Name of provider	Disability Challengers
Date of previous inspection	30/07/2009
Telephone number	01483 230930

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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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