

Honicknowle Playscheme, After School Club and Pre-School

Honicknowle Youth & Community Centre, Honicknowle Green, Plymouth, PL5 3PX

Inspection date	16/04/2014
Previous inspection date	01/06/2011

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

- Staff interact well with the children as they play and make clear their expectations for children's behaviour. Consequently children learn to behave well.
- Staff plan a broad range of activities and involve the children in decision making about what they would like to do.
- Children are eager to learn and confidently choose where they would like to play.
- Staff give children consistent praise and encouragement. This helps to build children's good self-esteem.

It is not yet outstanding because

- Staff do not maximise opportunities to share children's progress with parents for those early years children who attend the playscheme.

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 the children in the hall and in the outside play area.
- The inspector sampled relevant documentation including some policies and procedures.
- The inspector engaged in conversations with the manager and the staff.

Inspector

Sally Hall

Full report

Information about the setting

Honicknowle Playscheme, After-school Club and Pre-school operates from the Honicknowle Youth and Community Centre in Honicknowle, Devon. Honicknowle Commnet Limited Playcare became managers of the setting in 2002. The youth centre is located within a densely populated local authority housing estate and is close to all the local amenities. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children can attend from four years to 11 years old. There is currently one child on roll in the early years age group. The after-school club operates Monday to Friday from 3.15pm to 6pm, during term times. The playscheme operates on certain days in the holidays from 10am to 3pm. Each group is able to support children with special educational needs and/or disabilities. There is a core staff team of five, plus regular volunteers. The staff all hold recognised childcare qualifications.

What the setting needs to do to improve further

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

- extend the use of contact books for the early years children attending the playscheme to strengthen the exchange of information with parents regarding their children's learning and development.

Inspection judgements

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

Children have a very happy and relaxed atmosphere in which to play and learn. The staff encourage the children to be involved in decision making about what they would like to do and the staff plan activities to support the children's requests. Children confidently choose where they want to play either indoors or in the enclosed outside play area while being supervised well at all times. The staff encourage and help the children attending the afterschool club to do their homework and listen to them read.

Children confidently say what they would like to do. For example, den building and staff take resources outside to support their requests. Children have access to resources to help them with their early writing skills and enjoy chalking on the tarmac outside commenting on what each other is drawing. The children quickly make new friends and play well together. The staff teach children the importance of sharing and taking turns. For example, when they are using the laptops and playing group games.

The staff teach children about the wider world by celebrating festivals helping them to learn about different cultures and trying different foods that the children purchase. The children enjoy dressing up in multi-cultural costumes and role play with puppets. The staff

interact well with the children as they play encouraging them to talk about what they are doing. This helps children to gain confidence to express themselves.

The staff plan a broad range of craft activities for the children and encourage them to use their own ideas and imaginations. The children concentrate very well at their chosen activity and enjoy making celebration cards for parents. They make butterfly pictures stepping in the paint with their feet to make marks on their picture for the wings of a butterfly. The staff talk with the children about their work that is displayed recognising their achievements. The early years children have a key person who makes observations and assessments to monitor the progress they make at the after school club and to share these with parents. However, contact books are not in place for children attending the playscheme to keep parents fully informed of their children's progress.

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

The staff teach children about healthy eating talking with them at lunchtime. Children have snacks of fruit and confidently pour their own drinks. The children confidently wash their hands and get their packed lunch box and find a place to sit. They know to wait until everyone has found a place before they start. The staff remind the children to eat their savoury items first and teach children good manners. The children chat happily with each other at lunchtime recalling what they have been doing in the morning.

The staff are very consistent in helping children to learn right from wrong. They encourage the children to be involved in the club rules. These are displayed as reminders for the children. The staff quickly intervene to diffuse any unwanted behaviour getting down to the child's level and explaining why something is not acceptable. The children listen well to instructions and respond appropriately.

The children have an enclosed outside play area and have fresh air every day. The staff take resources outside to extend children's learning during their outside play. For example, games to help children's understanding of problem solving. The children have plenty of space to run and enjoy playing ball games with the staff. This helps to promote children's physical development effectively.

The staff talk with the children about keeping themselves and each other safe as they play. For example, as they remind children not to swing on the chairs and not to run indoors. Children are familiar with the routine to line up when they go out and come in from outdoor play.

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

The staff have a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage and how children learn through play. The children are registered on arrival and signed out so it is clear who is in the building at all times. The staff practise the fire drill with the children so they gain an understanding of the procedure

to follow in the event of an emergency. Risk assessments are completed to identify any potential hazards so that children can play safely. The staff have completed safeguarding training and are clear of the procedure to follow in the event of a child protection concern in order to protect children's welfare.

The staff are supported well by the manager and work effectively as a team. The staff and volunteers are very positive role models setting a good example to the children. The staff have regular supervision and appraisals to monitor their on-going suitability and to identify any areas for additional training. They meet regularly to plan the sessions and use the lunchtimes as an opportunity to reflect on how the morning session has been and to plan for the afternoon session to meet any requests the children have made.

The setting has good links with the local school and outside agencies to seek advice and support to meet children's individual needs. They seek the views of parents through questionnaires and have received very positive feedback. Comprehensive policies are in place and these include safeguarding children and 'whistle blowing'. The setting is continually reflecting on their practice to identify their strengths and areas for development to improve outcomes for children. They listen and take action on children's requests to provide activities that they are interested in.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	117122
Local authority	Plymouth
Inspection number	913260
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	50
Number of children on roll	1
Name of provider	Honicknowle Commnet Ltd
Date of previous inspection	01/06/2011
Telephone number	01752 216516

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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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