

Saath Saath Playscheme

Levenshulme High School For Girls, Crossley Road, MANCHESTER, Lancashire, M19 1FS

Inspection date

25/07/2014

Previous inspection date

28/07/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Met

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	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and play well together. Staff have high expectations and are consistent in encouraging children to take turns. Partnerships with parents are effective in sharing information about children's learning and individual needs.
- Children's healthy lifestyles are well promoted through a wide range of fun outdoor activities. These give children the opportunity to exercise daily in the fresh air. Trips into the local community are well planned, to widen children's experiences.
- Teaching is effective and provides a broad range of activities. Staff differentiate provision to meet children's individual stages of development.
- Self-evaluation is effective in gathering the views of children and their parents to further improve the provision. As children's views are incorporated into the planning of activities they are motivated and eager to join in.

It is not yet good because

- Children have not been assigned a key person, which means that they are not fully supported in becoming familiar with the provision. Consequently, they are not given maximum support to feel confident and safe, by gaining emotional security from a familiar adult.
- Some records are not available for inspection, to demonstrate the management of children's welfare needs is promoted, specifically, clearance for two members of staff and staff qualifications.

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 activities and staff interaction in the hall and the outdoor play area.
Discussions were held with children, individual staff members, the manager, the registered provider of the playscheme and a parent. A joint observation was carried out with the registered provider.
- The inspector looked at documentation, including planning, children's records, staff qualifications, systems for monitoring the provision and a sample of other records, including policies and procedures.
- The inspector checked evidence of suitability of staff working with children.

Inspector

Kate Smith

Full report

Information about the setting

Saath Saath Playscheme was registered in 2003 and re-registered in 2004 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is situated in the premises of Levenshulme High School for Girls in Manchester. The playscheme is open from 9.30am to 12noon and from 12.30pm to 3pm, Monday to Friday, during the school summer holiday. There are currently 117 children on roll, who attend for a variety of sessions. The open access playscheme serves the local community and offers places to children on a first come basis. It employs seven members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate qualification at level 5 and five hold an appropriate early years qualification at level 3. The facilities include a large hall and a secure playground for outdoor play. Educational trips are arranged frequently. The playscheme supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- develop a key-person system to ensure that staff support children to become familiar with the playscheme and to feel confident and emotionally secure within it
- ensure that all records are available for inspection to demonstrate the efficient management of the setting and children's welfare, with specific reference to the clearance of staff members and staff qualifications.

Inspection judgements

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

Children have fun and enjoy their time at the playscheme. Planning takes account of children's views and parents share information about individual needs. Consequently, staff provide activities based around children's interests, which means they are enthusiastic to take part. Staff are aware of the learning and development requirements and provide stimulating play opportunities. Children make independent choices about their play, as the planning is flexible and resources are easily accessible. For example, young children use their imagination as they stack twigs to make a pretend fire to cook their grass noodles. Older children join the play and enhance the vocabulary that young children then adopt, as they talk about 'the fire keeping foxes away'. Young children concentrate and persist, as they see how many revolutions the hula-hoop will make around their waist. Staff use good teaching strategies and support children well by joining in and praising their efforts. This encourages children to try harder and to count how many they can do, which supports their mathematical development. Children play table air hockey, which enables

them to enhance their hand-to-eye coordination. They delight in scoring goals and use their counting skills to keep track of the score.

Managers invite other professionals into the playscheme to share their expertise with children. For example, children enjoy junk modelling sessions and opportunities to make kites. This supports children's creativity and teaches them new skills. Trips are used well to enhance children's learning. For example, outings to the museum and football stadiums help children learn about their local community, in the present and the past. Children are excited to visit theme parks and go bowling. The exercise helps children's physical development and they learn to take appropriate risks in their play. At circle time, children talk about what they have enjoyed doing and what they would like to do. This shows that staff listen to children and value their opinion. Children are encouraged to write what they like and dislike about the playscheme. Staff encourage younger children to have a go, as they write their thoughts, which supports their literacy skills. Children who speak English as an additional language are supported well by bilingual staff, who understand appropriate strategies to use.

Children make cards for Eid, which supports diversity. Staff ask appropriate questions, to encourage them to think about how they will celebrate Eid with their families. This shows that staff provide opportunities for children to share experiences from parts of their lives with each other. Through the varied activities that children are engaged in, they are developing skills to support their future learning. Staff establish effective relationships with parents to support children's development. For example, they gather information from parents prior to the holiday scheme about children's interests and individual needs. Staff use this knowledge to plan fun play opportunities to support children's learning. Staff discuss with parents what activities children have taken part in. This provides opportunities for continuity in learning.

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

Staff gather information from parents about children's interests, to help them to settle into the playscheme by providing activities they will enjoy. Parents are encouraged to stay, if they feel it will help their children when they start to attend the playscheme. For example, parents comment that they have attended trips to help support their children in unfamiliar surroundings. Young children attending the playscheme have not been allocated a key person. This means that they do not have someone who helps them to become familiar with the environment and to feel safe and emotionally secure in it. This is breach of legal requirements. Staff are consistent in their approach to helping children take turns and share resources. They help children to learn to respect the feelings and abilities of others. For example, when playing cricket the older children are encouraged to bowl underarm to young children, whilst making them feel an important part of the team. This also helps children to think about safety in their play, supporting the well-being of others.

Children take advantage of the daily outdoor activities to exercise in the fresh air, which supports their good health. Their physical development is well fostered through a range of games. For example, children play football and games of chase and have fun as they run

and negotiate space at speed. Children are encouraged to pour their own drinks of water, which supports their self-help skills. Staff use appropriate praise to support children's efforts and boost their self-esteem. Children play well together as they have a clear understanding of boundaries for behaviour, which staff consistently apply. For example, children are gently reminded to wait for their turn. Staff treat children with respect and are calm and considerate. Children's social skills are fostered well. This means that they are acquiring confidence to mix with others, which will help them in future learning environments.

Dependent upon family need, some children bring in packed lunches from home and sit in social groups with staff. This enables them to talk about the morning activities and for staff to gather ideas from children regarding future play opportunities. Staff create a stimulating indoor and outdoor learning environment, where children can build on their own interests. Children learn about road safety from staff, as they walk in the local community on trips. This helps them to learn how to keep themselves safe. Daily risk assessments remove potential hazards and ensure the environment is secure, which supports children's welfare.

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

The provider and manager have ensured that a range of appropriate policies and procedures support children's welfare and their safety in the playscheme. Recruitment procedures ensure that a knowledgeable staff team support children's learning and their welfare. Staff have a clear understanding of their responsibilities. However, on the day of the inspection, not all staff records are available to demonstrate that they have been suitably vetted. There was no evidence found to suggest that staff were not suitable to work with children and the layout of the premises is such that children are not left alone with any one member of staff. As a result, this breach of requirements of the Early Years Register and Childcare Register has no observable impact upon children's safety and well-being. Similarly, not all staff qualification records were available at inspection. This means that legal requirements relating to staff qualifications cannot be verified, although all staff demonstrated knowledge and experience suitable for their roles and qualification level. Managers and staff have clear knowledge of potential signs and symptoms of abuse. They are aware of appropriate procedures to make referrals, to ensure that children are protected from potential harm. Risk assessments maintain a safe learning environment, in the hall and the outdoor environment. Documentation, such as registers of attendance and accident records, is appropriately maintained to support the day-to-day running of the playscheme. Staff have appropriate first-aid qualifications to support children's safety.

The manager monitors staff performance and the educational programme by working with staff and children on a daily basis. Staff plan appropriate learning experiences based around children's interests and their stage of development. Children experience a range of fun, stimulating experiences supported by staff who understand the importance of play. The registered provider is a qualified teacher who has a secure knowledge of how children learn. He supports the staff team by modelling effective practice and supervising their

performance by working alongside them. Links with local schools are developing. Consequently, children are complementing their learning in other settings and making progress in their development.

The provider has a clear drive to continuously improve the provision. He actively encourages staff to seek the views of parents. By completing an evaluation form, parents contribute to changes being made for the next holiday playscheme. Children's views are gathered well and valued. Staff hold meetings prior to the start of the playgroup to incorporate all views and establish responsibilities. They strive to strengthen the provision and prioritise areas that improve the quality of the experience for children. Partnerships with parents are effective in sharing information. Parents comment that they are happy with the provision and that their children enjoy their time at the playscheme.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- ensure that effective systems are in place to demonstrate that any person caring for, or in regular contact with, children is suitable to work with children which must include a Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that effective systems are in place to demonstrate that any person caring for, or in regular contact with, children is suitable to work with children which must include a Disclosure and Barring Service check (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	EY290268
Local authority	Manchester
Inspection number	817500
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	117
Name of provider	Mohammad Azhar Shah
Date of previous inspection	28/07/2011
Telephone number	0161 432 1527

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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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