

Connaught Leisure Playscheme

Connaught Leisure Centre, Tongham Road, ALDERSHOT, Hampshire, GU12 4AS

Inspection date

28/07/2014

Previous inspection date

06/08/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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	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

- The holiday playscheme provides a varied programme of activities in an environment that is generally safe and secure for children.
- Children's personal, social and emotional development is fostered well. They really enjoy spending time with one another and with the caring staff.
- Parents comments received during the inspection reflect complete happiness on the care their children received.

It is not yet good because

- Some staff lack confidence in their knowledge of safeguarding and as a result, children's safety is not fully promoted.
- The quiet area lacks books, to enable children to read quietly if they wish.
- Self-evaluation systems do not effectively lead to specific measurable targets for improvement and the professional development of staff.

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 inside and outside play areas and completed a joint observation with the manager in the outside play area.
- The inspector spoke with the provider, staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion.

Inspector

Hazel Farrant

Full report

Information about the setting

Connaught Leisure Playscheme registered in 1994. It is run by Rushmoor Borough Council, and is registered under the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The provision operates from the Connaught Leisure Centre, situated in the grounds of Connaught School on the Heronwood Estate on the outskirts of Aldershot in Hampshire. The provision offers a varied mixture of activities in the main hall, sports hall, gym hall, drama studio and outside in the school grounds. The provision operates during all school holidays. It accepts children from four (if in full-time education) to 12 years old. There are currently 13 children under eight years on roll, of whom six are in the early years age range. Staff support children with special educational needs and/or disabilities. Children who attend come mainly from Aldershot and the surrounding towns. Full day sessions are offered from 8.30am until 5.30pm or part-day sessions from 8.30am until 3.30pm. There are six staff working with the children. Of these, one has a level 3 qualification, one has level 2 qualifications and one is a qualified teacher.

What the setting needs to do to improve further

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

- ensure all staff understand the safeguarding policy and have an up-to-date knowledge of safeguarding issues

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

- enhance the environment to provide a more suitable cosy area where children can rest quietly or read a book in comfort if they wish to
- review systems for self-evaluation to include contributions from staff, parents and children, so that it leads to specific measurable targets for improvement and the professional development of staff.

Inspection judgements

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

The provider and staff have a satisfactory knowledge of the requirements for the Early Years Foundation Stage. This enables them to provide a varied programme of activities in an environment that is safe and secure for children. The range of opportunities available

to children challenges all areas of their learning and development effectively. In addition, children's interactions with their friends strengthen their communication and language skills, as they create things together, role play, or simply talk about their day. Children are happy, confident. They enjoy attending the playscheme and actively take part in the experiences on offer. Consequently, children are eager to explore their surroundings, use their imagination and talk and play with staff and each other. Children have some opportunities to take part in quiet activities in the small annex room where there is comfortable seating. However, there were no books available for children to sit and read on the day of inspection. As a result, children's literacy skills and opportunities to relax with a book are not fully encouraged or supported.

Children lead their own play, which is suitably guided by the staff present. They enjoy using their imagination as they play with small world figures and vehicles. Staff provide a range of art materials for children to choose, to build on their interests in drawing and colouring, as they engage in creative activities. They design pictures of flowers and landscapes, using chalks on the paving slabs in the outside play area. Children show good levels of communication as they chat to each other about what they are drawing. They are eager to talk about what activities they enjoy and their experiences at the playscheme. For example, they particularly like to draw and enjoy making bracelets out of a variety of colour bands. Staff share information with parents about their children's day and activities children take part in and enjoy. This helps to support parents involvement in their children's learning.

Staff use successful methods to support and extend children's learning as they encourage them to take reasonable risks. They take full advantage of the facilities around them in the leisure centre and surrounding area to help children stay physically active. Children have opportunities to learn how to use the trampoline because the manager is a suitably qualified instructor. Children benefit also from daily opportunities to play outdoors; they enjoy a range of physical activities including tennis, ball games, building dens and riding bikes amongst many other activities. This helps staff to promote children's physical development well. Children enjoy visits to the nearby play park where they learn about their local community. In addition, children learn about the wider world as they celebrate a range of cultures. For example, staff enabled children to celebrate Germany's recent world cup win. They made flags, tasted foods and played games that originate from the German culture.

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

Children quickly develop warm relationships with the staff in the setting. This enables them to form secure attachments and promotes their well-being and independence. There is a key-person system in place and all children approach staff with any concerns or when they need help. Staff ensure they gather information from parents at the start of the placement so that they know about each child's individual needs. There is a suitable range of resources, which children can select from to support their play. Children have sufficient opportunities to play energetically or quietly as they choose. For example, playing board games and using construction materials to make models.

Children's personal, social and emotional development is fostered well. They really enjoy spending time with one another and with the caring staff. Children's independence skills are fostered well as they help themselves to drinks and take their outdoor shoes off ready to use the trampoline. All children fully respect and care for each other, as older children ask younger ones 'Would you like to join in our game' and make sure everyone present is included within the activities. Staff promote children's knowledge of the importance of healthy living by ensuring all children wash their hands before eating and after using the toilet. Parents provide all of their child's food for the day. They receive information about the types of foods that are healthy and give their children the energy they need for their busy day.

Staff get to know the children well and they act as good role models. Behaviour in the holiday playscheme is good and older children are considerate and caring towards younger children. Children of different ages play very well together and they have established some close friendships. Children are developing a secure sense of safety in the setting and staff offer gentle reminders to ensure children learn about how to use the gymnasium equipment safely. The environment is safe, secure and welcoming and children enjoy their time at the setting. All of this promotes children's sense of belonging and enables them build confidence to move on from the Early Years Foundation Stage.

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

The provider has a satisfactory understanding of his responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff have attended safeguarding training and understand their role in protecting children from harm. Most staff are aware of what to do should they have a concern about children's welfare and who to report it to. However, some staff are less confident in their safeguarding knowledge and therefore the monitoring of staff practice is not robust enough. The provider is also the manager of the holiday playscheme and states this inconsistency of staff's safeguarding knowledge will be addressed immediately. For example, all staff will refresh their safeguarding training and a staff meeting will take place today to ensure that all staff are consistent in their safeguarding knowledge. Recruitment and vetting of staff are thorough and ensure staff are suitable to work with children. All policies and procedures are effective and easily accessible to all staff and parents. Staff implement safety checks and risk assessments daily to ensure both the indoor and outdoor environments are safe and secure. This enables children to play in safety.

Parents' comments demonstrate that they are happy with care their children receive. Comments include, 'My children are very happy to go to the playscheme and do not want to leave to come home'. Staff communicate with parents daily to find out about children's achievements and current interests. This helps to tailor the provision for children in order to move on in their progress. Staff try their best to liaise with other early years settings. However, staff report that this is difficult because children come from a wide range of primary schools and some children only come for an occasionally session at the

playscheme. Staff state that they rely on parents to give any information about their child from school, which will help them to provide consistency in care and learning.

The provider works with a staff team who are enthusiastic and suitably qualified. They provide children with opportunities to lead their own learning and take measured risks. The staff are there to support and maximise each child's learning potential through fun activities that they enjoy. The provider has made improvements since the last inspection, meeting all actions and recommendations. The provider has a clear vision of how he wants to develop practice. However, the views of parents, children and staff are not fully included in the self-evaluation process to identifying future priorities for improvement. This also means that there are no specific measurable targets for improvement and the professional development of staff.

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 the safeguarding policy is implemented by all staff (also applies to voluntary part of the Childcare Register)
- ensure the safeguarding policy is implemented by all staff (also applies to compulsory 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	507919
Local authority	Hampshire
Inspection number	963136
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	96
Number of children on roll	13
Name of provider	Rushmoor Borough Council
Date of previous inspection	06/08/2013
Telephone number	01252 344438

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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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