

# Wymondham Leisure Centre Holiday Playscheme

Wymondham Leisure Centre, Norwich Road, WYMONDHAM, Norfolk, NR18 0NT

<b>Inspection date</b>	29/07/2014
Previous inspection date	17/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children develop good emotional attachments to staff. They are happy, settled and have established secure relationships with their key person. Children confidently approach staff for a chat and support with activities.
- Children physical development is promoted well. They are developing an active lifestyle through activities provided by the holiday playscheme, which is very much focussed on sports activities.
- Children behave well. Consistent boundaries are in place, to help children know what is expected of them. They understand the need to listen when they are being given instructions before activities commence, in order to keep themselves safe.
- Partnerships with parents are effective. Parents are kept fully informed about what their children have been doing each day.

### It is not yet outstanding because

- The informal use of staff appraisals does not always ensure that identified weaknesses in staff practice are always acted upon and monitored to offer staff opportunities to discuss any concerns they may have.
- Staff do not all consistently sign in and out of the daily register, to make it clear who is working with the children at any one time.

## 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 swimming pool, the sports hall and the studio.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector looked at activity planning and a selection of policies and records.
- The inspector held a meeting with the nominated person for the playscheme.
- The inspector did not see any parents during this inspection but took account of parents' comments detailed in questionnaires.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

## Inspector

Jacqueline Mason

## Full report

### Information about the setting

Wymondham Leisure Centre Holiday Playscheme was registered in 2008. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and operates from Wymondham Leisure Centre in Norfolk.

There is a fully enclosed area available for outdoor play. The playscheme serves the local area and is accessible to all children. The playscheme employs 16 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above. The playscheme opens from Monday to Friday during school holidays. Sessions are from 8.15am until 5.45pm. Children attend for a variety of sessions. There are currently 327 children on roll, 45 of whom are in the early years age range. The playscheme supports children with special educational needs and/or disabilities. It does not accept children under the age of five years.

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

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

- build on established procedures for monitoring the performance of staff, to ensure that any identified weaknesses in staff practice are monitored and staff have opportunities to discuss concerns they may have
- tighten the established procedures for staff registration, to ensure that all staff consistently record their hours of attendance each day.

### Inspection judgements

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

Staff understand that children learn best through play. Children have opportunities to lead their own play during the session, as well as taking part in adult-led activities that are based around sports, art and craft. Staff know the children well. They observe them during activities and make assessments of their abilities, ensuring that activities are challenging but within children's capabilities. All children are fully included in all activities and routines of the day and staff adapt activities to ensure that all children are able to take part. They offer additional support where needed. For example, when children play volleyball as part of an adult-led sports activity, staff support younger and less able children to hit the ball, helping to avoid children becoming frustrated because activities are too difficult. They start the session in small groups, where children learn to pass the ball from one child to the next, before progressing to using the net. This supports children well in their development and learning.

Children who do not want to take part in the sports activity taking place are offered an

alternative art activity, such as, clay model making, making paper chain snakes and sock puppets. These activities are timetabled across the duration of the playscheme and the timetable is available to parents. It is also displayed in the sports hall, where older children look to see what activities are being offered. In addition to art and sports activities, children have daily opportunities for free play. During this time, they are able to independently access activities such as paper and pens, art materials and basketballs. Older children readily initiate their own games of table football, encouraging younger children to participate. As a result, children develop good relationships with each other and grow in confidence. Staff ensure that parents are kept informed about their child's activities and how they are enjoying their time at the playscheme. Daily discussions take place when children are collected and this means that children's success can be celebrated or any issues quickly addressed.

Children's communication skills are promoted well by staff who show a genuine enthusiasm and interest in what the children have to say. During activities, staff use questioning and suggestions well and give children time to process questions before giving an answer. Children readily take turns in these conversations. Children are occasionally offered activities in addition to art and sport. For example, staff offer children an animal experience where a professional comes in to show children small animals, such as chameleons. Children readily answer questions about the animals, including their habitat and what they eat.

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

Children are enthusiastic about attending the playscheme. A settling-in programme is agreed with parents and staff are on hand to support younger children who may not immediately feel secure at the playscheme. Parents value that staff are understanding and patient with younger children and spend time with them to help them settle. An appropriate key-person system is in place that improves relationships with the children and their families, supporting the children's well-being. The manager takes responsibility for children in the early years age range. Children are supported well to form emotional attachments with staff and other children. As a consequence, they display good levels of self-esteem and confidence.

Children are familiar with the consistent routines, quickly leaving what they are doing and going to sit as a group for instructions about what activities are being offered next. A sport activity and an art activity are offered and children choose which they want to do. Sometimes they are able to change their mind during an activity although this is not always possible, especially if the sport activity is outdoors on the field. Children move around independently during free choice sessions, confidently choosing their own activities from those available and asking for resources that are not out. This demonstrates that they have a good sense of security in their environment. Children's behaviour is good. Staff lead by example, treating children with respect and positive regard. Older children happily play with younger ones and respond positively to requests to join in their games. This helps children to form friendships with a wide age range of children and gives them the opportunity to develop the skills needed to embrace new experiences with confidence. Unwanted behaviour is managed sensitively, taking into account the age and level of

understanding of the children.

Children who stay all day bring packed lunches and staff give information to parents about the importance of healthy options. Children have opportunity to have a snack after their swimming session and have ready access to fresh drinking water. Children are able to take a snack from their lunch box or purchase something from the tuck-shop trolley. Staff have introduced this because children were buying sweets from the vending machine in the foyer of the leisure centre. These bags of sweets are large and staff did not feel that it was healthy for children to be eating such a large quantity. The introduction of the tuck-shop trolley means that children purchase small bags of sweets and staff are able to limit the amount that they have. Fresh fruit is also available on the trolley and the afternoon snack is billed as free fruit giveaway on the daily timetable. Staff find that children enjoy this time and readily eat the fruit offered. Children's good health is further supported because this playscheme promotes sporting activities, both inside and outside. Children have daily opportunities to be outdoors and take part in the programme of sporting activities. Children are taught how to dismantle sports equipment safely and are reminded of safety rules, such as moving mats by a child holding each corner and lifting it together. Children show a good awareness of the fire evacuation procedure, ensuring that they know what to do to keep themselves safe in an emergency.

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

Children are safeguarded well at the playscheme, however, staff do not consistently remember to sign in and out of the daily register, to ensure it is clear who is working with the children at any time. Staff have a good understanding of local safeguarding procedures, including how to identify and report concerns about the children in their care. This forms part of their induction into the playscheme, along with a code of conduct for staff. Recruitment procedures follow the Norfolk Safer Recruitment process and ensures that staff are suitable to work with children. A central record is maintained of the checks carried out on staff. There are appropriate arrangements in place for the supervision of staff. A team briefing takes place before the playscheme starts, to discuss operational arrangements. Management observe staff as they work and have casual discussions with them. They work with staff to overcome problems. Some staff also work in the leisure centre, so have a formal system of appraisal through this. However, for other staff, the appraisal system lacks rigour, to ensure that areas for development are monitored or to ensure that staff have opportunities to discuss any concerns they may have.

Risk assessments are thorough, to ensure that children are kept safe in the leisure centre and the surrounding playing fields. This playscheme is based predominantly around sports activities, although there is always an art activity as an alternative for those children who do not want to do the sport activity that is planned. Therefore, staff are shown how to erect and dismantle sports equipment and go through an 'activity familiarisation' programme, to ensure that they are able to teach the sports safely. Children start each day with a swimming session. They have sole use of the pool during this time. The doors to the changing rooms are kept locked, preventing any unauthorised access. When children are in the sports hall the main doors to this area are also locked.

There is a strong commitment to providing a good quality holiday playscheme provision for all children. The educational programme is monitored effectively to ensure that activities are successfully adapted to meet the needs of all children. The manager and staff convey a genuine enthusiasm for their work and work well together as part of a team. Self-evaluation takes into account the views of staff and parents. Staff inform the management team of any issues and these are addressed immediately. For example, it was identified that there was a need for a formal procedure for swimming for staff to follow, to ensure that children and adults are safeguarded. Consequently, a procedure has been put in place that runs alongside the procedures that the poolside lifeguards follow. Management seeks the views of parents through daily discussion and written questionnaires. Results from parental questionnaires are collated and responded to. For example, the opening hours have been extended in response to parents' wishes. Parents also reported that they were not sure who the leader was. As a result, the manager now wears a different coloured shirt to the rest of the staff, to ensure that she is readily identifiable. Parents report that their children have a fantastic time and that the playscheme is 'absolutely brilliant'. They acknowledge that staff engage well with the children and appreciate that a lot of planning goes into making the playscheme 'a fantastic experience for the children and worry-free for parents'. Staff are aware of the importance of working in partnership with others who provide care and learning for the children. For example, children who work with a one-to-one support worker are welcomed into the playscheme. Staff work with the adult, to ensure that children are able to participate at their own level of ability.

### 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>	EY377447
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	858424
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	327
<b>Name of provider</b>	South Norfolk District Council
<b>Date of previous inspection</b>	17/02/2009
<b>Telephone number</b>	01953 607 171

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

