

# Albrighton and Donington Play Scheme

Albrighton Primary School, Newhouse Lane, Albrighton, Wolverhampton, WV7 3QS

<b>Inspection date</b>	31/07/2014
Previous inspection date	27/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 enjoy their time at the play scheme, as staff use effective teaching and plan a variety of interesting activities that challenge their learning. As a result, children within the early years age group are making good progress.
- Partnerships with parents and carers are good because there is effective two-way communication, ensuring all parties are well informed to meet the children's needs.
- Children and their key persons are forming close attachments and staff are good role models, which supports children's good behaviour. There are effective partnerships with other professionals and providers to ensure children are well prepared for their transition between the play scheme and school.
- Effective management procedures, such as regular supervision monitoring, enhances staff performance. The self-evaluation process includes all stakeholders and improvements bring about effective changes that benefit the children. Safeguarding children is a priority.

### It is not yet outstanding because

- The staff do not always maximise children's opportunities to freely access the broad range of resources and equipment, so that they can make independent choices about their play.

## **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 looked at a range of documents; attendance registers for children, staff and visitors, risk assessment, self-evaluation records and the provider's improvement plan, staff suitability and qualifications, the complaints log, and a range of policies and procedures which support the service provided.
- The inspector observed activities in the indoor and outdoor play areas and checked other areas used by the children.
- The inspector conducted a joint observation with the manager, held meetings with the manager and held discussions with various staff caring for children.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

## **Inspector**

Mary Henderson

## Full report

### Information about the setting

Albrighton and Donington Play Scheme was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the school hall within Albrighton Primary School in Albrighton, Wolverhampton. The play scheme serves the local area and has strong links with the school. It is accessible to all children and there is an enclosed area available for outdoor play. The play scheme opens five days a week, during the first four weeks of the school summer holidays, from 8.15am to 5.45pm. Children attend for a variety of sessions. There are currently seven children attending who are within the early years age range. The play scheme employs six members of childcare staff. Of these, two hold Qualified Teacher Status, one holds an appropriate early years qualifications at level 6, one holds an appropriate level 5, one holds an appropriate level 2 and one who holds a relevant sports qualification at level 1.

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

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

- develop the already stimulating environment, for example, by improving children's access to the broad range of indoor resources and equipment, including those to support children's interest in information communication technology, to further enhance and challenge their independent learning.

## Inspection judgements

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

The management and staff team have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They are committed and have high expectations for all children. Consequently, teaching is effective and children make good progress in their learning. The staff use their knowledge of how to implement good teaching strategies. As a result, children's physical and communication skills alongside their personal, social and emotional development are effectively supported. For example, the staff make the most of planned and spontaneous opportunities to ask children open-ended questions to support their critical thinking as they engage in activities. The staff effectively praise the children as they achieve and comment on their work displaying this around their play areas. This fosters children's personal social and emotional well-being very well. Many of the staff working with the children are well qualified and follow children's lead, as they make use of the resources displayed around them. However, some of the indoor resources and equipment, including those to support children's interest in information communication technology, are kept in another room that is not accessed by the children. As a result, children's independent choices are not always fully maximised by the staff at all times. Children enjoy outdoor play opportunities, which support their physical development. For example, they like to climb and balance taking

risks and they also enjoy games of, cricket and tennis with their friends.

To support children's interests, staff take children on a range of outings to places of interest. This includes a Memorial Walk in their local area, where the children use maps to find various sightings relating to the war. This follows on from what children are currently exploring at school. Following this, visitors come along to the setting to talk to the children and further enhance their interest and learning. This includes war veterans, who bring along interesting artefacts, such as war medals, old bullets and soldier's uniforms. Children discuss with the visitors how life has changed over time. This supports children's knowledge and understanding about history and the world. Children also enjoy walks along the local stream where they identify and talk about the wildlife around them. The staff also make good use of the school forest area to support children's learning. Here, the children continue their interest in the war as they build camps using survival blankets and tools. In addition, the children also look around them for insects and notice the weather, trees and plants. The staff provide a range of opportunities for children to make three-dimensional models. Children talk to the staff about their creations and take great pride in their work. They also enjoy painting, construction and board games as they play alongside their friends.

Partnerships with parents and carers are strong. The staff and parents share what they know about the child, which supports continuity and consistency in children's learning both at the setting, at home and at school. As a result, children's care, learning and developmental progression is effectively supported and their continued readiness for school is fostered.

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

Children and their parents are made to feel welcome in the play scheme. The key person systems in place support children's well-being very well. As a result, children develop close attachments with the adults that care for them. Consequently, children's sense of self-esteem and belonging to the play scheme's setting is suitably fostered. The staff work closely with the children, interact positively with them, and encourage their learning. This helps to foster children's very good behaviour. Transitions are supported well because the staff have a good relationship with the local schools. Information about the child's needs is collated through discussions with parents and their children. As a result, children settle quickly. This too helps to support children's continued readiness for school.

Children's healthy lifestyles are fostered because they enjoy playing out of doors for much of the time. They use a range of large and small equipment. For instance, they like to play team games supported by qualified sports staff. This helps to build their physical development and confidence in their own abilities. During snack times, children know to wash their hands before eating. They choose from a broad range of healthy snacks, which includes a wide variety of fruits, vegetables, breads and yoghurts. Children's interest in food is further supported through visitors to the play scheme. For instance, a cook visits to do baking with the children and talk to them about making healthy choice ingredients. The staff support children's learning about their own personal safety, as they talk to them about road safety and include them in the weekly fire evacuation practices.

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

The management and staff have a strong understanding of the of the safeguarding and welfare requirements of the Early Years Foundation Stage. Daily risk assessments are undertaken by the staff in all indoor and outdoor areas. All outings are also risk assessed before taking children out of the building. This helps to keep children safe. Robust policies and procedures are followed to ensure children are cared for in a safe and caring environment. Staff attend safeguarding training and are fully aware of the possible signs of abuse, and what to do and who to contact should there be any concerns. There is also a whistle-blowing policy and procedure in place should the staff have any concerns about anyone working at or visiting the play scheme. In addition, all staff have attended first-aid training. The recruitment procedures and ongoing checks of the suitability of all staff to work with children also ensures children's safety and well-being.

Strategies in place to monitor the teaching and learning programmes for children are good. This ensures children's learning and development is fostered well. For instance, the manager observes staff practice and provides individual feedback through supervision, so that practice continues to improve. This ensures that all children on roll benefit from attending the play scheme. Staff are very well qualified and experienced. The continuing, targeted programme for the professional development of all staff ensures high levels of staff knowledge and understanding. The play scheme's self-evaluation procedures include input from the management, staff, parents and the children. Areas for continuous improvement to benefit the children are identified on an ongoing basis.

The staff observe the children at play, talk to them about their interests, and plan an interesting and challenging range of child-initiated and adult-guided play experiences for all children on roll. This supports children's learning across a range of areas of development and ensures their experiences are enjoyable. Partnerships with parents, other providers and professionals are effective. As a result, children's needs are identified and met. Information is provided to parents about the play scheme including activities, outings and visitors. Parents have free access to all policies and procedures. They are provided with verbal feedback about their child's day.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY376566
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	931488
<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>	60
<b>Number of children on roll</b>	7
<b>Name of provider</b>	Albrighton Parish Council and Donington Parish Council
<b>Date of previous inspection</b>	27/07/2009
<b>Telephone number</b>	01902 372558

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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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