

# HOPS (Holiday Opportunity Playscheme)

Holiday Opportunity Playscheme, Stoke Road, Thorndon, EYE, Suffolk, IP23 7JG

<b>Inspection date</b>	06/08/2014
Previous inspection date	12/08/2009

<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

- Management and staff fully understand their roles and responsibilities to protect children from harm and are aware of the action to take if they were concerned about a child's welfare. As a result, children are safeguarded and well cared for.
- Staff get to know each child very well as individuals, to enable them to fully support and meet their specific needs. Consequently, children settle well.
- Staff effectively plan and provide a superb variety of multi-sensory resources and fun activities for children, which soothe them, engage their interests and broaden their experiences and learning.
- The highly dedicated and competent management and staff have a strong commitment to continuous improvement, through ongoing training and rigorous reflection on practice, to provide high quality play and social learning experiences for young children.
- Staff establish strong and trusting partnerships with parents and maintain close communication with them. This promotes a consistent approach to effectively meet children's individual needs.

### It is not yet outstanding because

- The management have not yet fully established effective partnerships and two-way communication with all the different settings that children attend.

## 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 main playrooms and the outdoor areas and, when appropriate, interacted with children.
- The inspector spoke with the nominated person and staff at appropriate times throughout the inspection and discussed activities with them.
- The inspector undertook observations with the nominated person and had a discussion with her.
- The inspector looked at children's records and a selection of policies and checked evidence of the suitability and qualifications of staff.
- The inspector read the play scheme's self-evaluation form and questionnaires and discussed self-evaluation with the nominated person.
- The inspector also took account of the views of parents from responses and comments in the play scheme's parent questionnaire and self-evaluation.

## Inspector

Hazel Meadows

## Full report

### Information about the setting

HOPS (Holiday Opportunity Play Scheme) was established in 1978 and was registered in 1993. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The play scheme is managed by a group of trustees. It is situated at the Kerrison site, which is owned by the Kerrison Trust, in Thorndon, near Eye, in Suffolk. The shared premises has been adapted to meet the needs of children, young people and adults who have special educational needs and/or disabilities. It includes a large playroom, multi-sensory room, sun lounge, art room, soft-play room plus a kitchen and medical room. Accessible toilets are available adjacent to the main lobby. There are two securely enclosed areas available for outdoor activities. The play scheme also has access to an adjacent playing field. The play scheme is accessible specifically for children with severe learning difficulties and additional behavioural, physical and sensory needs. It supports a number of children who speak English as an additional language and children who use alternative means of non-verbal and visual communication. The play scheme operates on a Monday, Wednesday and Friday during the school summer half term and during the main school summer holiday each year. It also operates on two Saturdays per month, all year round, except for August. Sessions are from 10am until 3pm. Children attend for a variety of sessions. There are currently 48 children on roll, three of whom are in the early years age group. Children attend from a very wide catchment area and are transported to the play scheme by their parents or in organised coaches. The play scheme employs 12 main staff. Eleven staff hold appropriate qualifications at level 3 or above, including one with Early Years Professional status and three with Qualified Teacher Status. There are approximately 69 volunteers who also help at the play scheme.

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

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

- explore ways of strengthening the partnership links with all settings that children attend to further develop consistency and enhance the shared approach to promoting children's specific care, learning and development needs.

### Inspection judgements

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

Staff ensure the play scheme offers fun play experiences for children in a sociable and relaxed environment. They create an environment conducive to helping children to learn how to improve their social skills and how to manage their own behaviour. Staff get to know children very well through discussions with parents and interacting with children, as well as conducting their own observations. This enables them to establish each child's capabilities and to plan and offer activities according to their individual needs and preferences. Consequently, children make good progress from their starting points,

particularly with regard to their confidence, behaviour and social skills. Activities complement children's learning in school, through a broad range of enjoyable and engaging experiences. The activities, experiences and resources offered cover all seven areas of learning in imaginative ways that meet the needs of all children, supporting them for the next stage in their learning and development.

Children explore using all their senses and encounter a variety of multi-sensory experiences, such as feeling the texture of wet grass on their bare feet and the rain on their skin. A purpose-built, multi-sensory room is used well by staff to offer stimulation for some children and a relaxing environment for others. On entering the room, a child pauses to investigate the bubble tube, fascinated and calmed by the vibration of the bubbles, changing lights and ascending bubbles. Children's communication is encouraged in a variety of ways, dependent on their individual understanding and abilities. Staff talk freely to all children and are attentive and responsive to children's efforts of communication, both verbal and non-verbal. They encourage conversation by listening attentively as children talk to them and by offering open responses to children's comments. Diversity is valued and embraced and children who speak English as an additional language are encouraged to share their language and use it within the setting. Alternative means of communication, such as Makaton signing and picture systems, are used effectively to encourage interaction and communication according to children's understanding.

Staff are skilled at following children's interest and use spontaneous opportunities to enhance the play experiences and learning. For example, one child, who really enjoys water, delighted in splashing in a very large puddle. Staff enhanced the child's experience by adding soap to the water, which resulted in frothy foam appearing the more the child splashed. Children are encouraged and enabled to explore a variety of textures using all their senses. Staff offer an imaginative variety of multi-sensory experiences, such as shaving foam, frozen paint, in ice-lolly form, for children to paint with and chocolate and corn flour gloop to smell, taste and feel. Examples of children's artwork and pictures of the children adorn the walls, helping children feel valued. Special visitors are invited to broaden children's experiences. For example, art workshops enable children to design and make t-shirts from their own artwork and a mobile mini zoo enables children to encounter and touch a selection of exotic animals.

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

Parents are offered a home visit and are invited to visit the play scheme with their child prior to starting, to promote a positive transition for their child to a new environment. Staff get to know children well and value them as individuals. A 'This is me...but I may surprise you' document is completed by parents about their child. This offers an outline of child's particular needs, likes and dislikes. Staff and volunteers carefully check and refer to each child's record sheet to ensure they offer care tailored to their individual needs. The key-person system is flexible in supporting this further. Any personal care is always undertaken by the main staff. A colour-coded daily communication book is completed by staff, which offer parents an outline of their child's day. For example, staff record what

each child has eaten, the activities they have done and how they have been. Parents' contributions are encouraged on the parent feedback sheet. Children are offered an inviting and stimulating play environment, both indoors and outside. They can freely access their preferred play space and some choose to be outside for the majority of the day. A wealth of fun is on offer, and engaging and imaginative activities, combined with good quality resources, complement the broad range of interests, ages and abilities of children who attend. Staff ensure resources are accessible or made available to all children, who are encouraged to make their own choices and selections.

The play scheme is highly inclusive and children are treated with kindness and respect. Some of the primary aims of the play scheme are to enable children to have opportunities for social interaction and to build their confidence and social skills. These skills help prepare children for the next stages in their learning and their transitions within school. Staff are positive role models of behaviour and promote a culture of mutual respect, cooperation and consideration of others with the children. They respond sensitively to each child's needs and level of understanding and children's different behaviours are managed well. Staff are very attentive to and supportive of children who are new to the play scheme and who, at times, may find the experience overwhelming. Staff make effective use of the multi-sensory room to calm and soothe children who are distressed or agitated, promoting their emotional well-being. They use a reassuring and calming tone of voice, using the child's name, to help them feel more secure and at ease. Staff are skilled at calmly but firmly supporting children with more complex and challenging behavioural needs. The reasonable boundaries and consistent routines reinforce children's understanding of acceptable behaviour and enhance their social skills.

Children's health and well-being is given high priority. Staff ensure they are familiar with each child's particular health requirements and follow them stringently, while maintaining sensitivity to the child's needs. For example, robust procedures are followed when administering medication, to ensure children's well-being. The staff provide a healthy variety of snacks and drinks and encourage parents to provide a nutritious packed lunch for their child, to encourage children to develop a taste for positive food choices. Staff sit with children in a group around the table while they eat their lunch, encouraging their social skills. They are vigilant regarding children's allergies and ensure children only eat their own food. Each child's individual food needs are carefully monitored. Staff are very conscientious with children who are fed using specific systems and apparatus, to ensure good hygiene is maintained and that children are kept comfortable and safe at all times. Children's independence with toileting and hand washing is encouraged, according to their stage of development and ability. Staff promote an understanding of good hygiene habits through regular routines, such as hand washing or using wipes before eating. Children have daily opportunities to be outside in the fresh air and natural light. Regular exercise is encouraged through physical activities outside, such as kicking footballs and using the trampoline and by the use of the soft-play room indoors. Children have space to move around freely and some competently manage to manoeuvre the ride-on toys. Staff recognise that children have varying degrees of understanding of risk and how to keep themselves safe. They enable children to explore the environment but balance this with monitoring and supervising them well, offering close adult support, if required. Staff sensitively move children with limited mobility to different parts of the play scheme, to offer them a variety of experiences indoors and outside and, on occasions, enable them to

stretch their limbs.

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

Children are very well safeguarded because all staff have attended appropriate training and have a robust understanding regarding their responsibility to protect children from harm. Clear and comprehensive safeguarding policies and procedures are understood and effectively implemented to protect children. For example, all staff, volunteers and visitors relinquish their mobile telephones on arrival at the club. Robust recruitment procedures work well in practice to ensure staff suitability and all staff have Disclosure and Barring Services clearances. The premises are kept very secure and staff are very well deployed to monitor children's safety, with at least two staff or volunteers assigned to each child. Risk assessments are undertaken daily and the environment constantly reappraised, to ensure children's well-being at all times. Emergency evacuation routines are regularly practised and evaluated, to ensure that all staff and volunteers are familiar with the process. Documentation is exemplary. Meticulous records are maintained, for example, with regard to medication, allergies and specific health needs, to ensure accuracy and safety to prioritise children's care. Stringent procedures are followed, to ensure children's welfare at all times. For example, colour-coded bags ensure a child's harness and personal bag, containing their communication book and any medication, are always put on the correct transport bus with them.

The highly dedicated and competent management team has a very strong commitment to continuous improvement, to further enhance the quality of play, care and learning experiences for all children at the play scheme. Planning and assessment are monitored well to ensure children's individual needs are being met and that children's progress is enhanced and promoted. Meaningful self-evaluation is ongoing as staff engage in daily discussions, reflection of practice and reviewing the provision in the light of children's changing needs. The management proactively seeks parents' views and those of staff and volunteers, both verbally and by using probing and purposeful questionnaires. Feedback and comments are valued and used to inform self-evaluation. An action plan ensures well-targeted improvements are implemented in a timely manner. New staff and volunteers receive a thorough induction to ensure they are confident regarding their roles and responsibilities. They are well supported and mentored by other members of staff. The management team encourage staff's professional development and skills through ongoing training, meaningful annual appraisals and reflection of practice. Staff recognise the value of training and use it to improve the quality of care and learning experiences offered to individual children. For example, they implement effective strategies to calmly and consistently manage children with challenging behaviour and to support children's understanding of what is acceptable.

Staff establish very positive and trusting partnerships with parents and carers. A comprehensive parent pack is offered to parents, which includes the play scheme's policies. Excellent communication is maintained with parents via daily communication books, texts, emails and direct conversations. Comments from parents, outlined in the

results of a parent questionnaire, are very positive. Parents state that they feel well informed and that their children enjoy attending the play scheme and have made good progress. Parents confirm that it offers children a level of independence and increases their children's social skills, confidence and self-esteem. Close liaison is maintained with any health professionals supporting children's welfare and development, to promote a consistent approach to meeting each child's very specific individual needs. Staff develop purposeful partnership links and liaison with some of the schools children attend. They recognise that this is an area for ongoing development to promote two-way communication with all settings children attend, to ensure a fully cohesive approach to children's care, and learning and development.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	251526
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	871465
<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>	25
<b>Number of children on roll</b>	48
<b>Name of provider</b>	HOPS Committee
<b>Date of previous inspection</b>	12/08/2009
<b>Telephone number</b>	01379 678 703

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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.

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.

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