

# CHIPS Saturday Club and Playscheme

Millbrook Junior Middle & Infant School, Gews Corner, Cheshunt, WALTHAM CROSS, Hertfordshire, EN8 9BX

<b>Inspection date</b>	13/08/2014
Previous inspection date	17/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	1
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 of all ages are well cared for and staff are caring and sensitive to children's individual needs.
- Staff ensure children have access to a wide range of different activities to suit their individual stages of development.
- Children feel safe and secure in the setting and arrangements for safeguarding the children are robust.
- The children are welcomed into a warm, friendly setting where they are valued and included to ensure none are disadvantaged.
- The staff have an excellent partnership with the parents. Daily feedback is given to parents on activities and their child's time at the playscheme.

### **It is not yet outstanding because**

- Not all staff and volunteers are offered the opportunity to engage in specific training, such as behaviour management, to further enhance the already good support of children's learning.

## 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 viewed the areas where children play, inside and outside.
- The inspector discussed aspects of the setting with the manager, staff and volunteers.
- The inspector observed children as they played and took part in activities, independently and with adults.
- The inspector viewed regulatory documentation regarding children's details as well as a sample of relevant policies and risk assessments.
- The inspector viewed and took account of evaluative information provided by parents, staff and volunteers regarding previously run playschemes.

## Inspector

Clair Stockings

## Full report

### Information about the setting

CHIPS Saturday Club and Playscheme registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of five settings organised by a voluntary committee of trustees. It operates from various rooms within the Millbrook Primary School in Cheshunt, Hertfordshire. The playscheme uses the playground and the school field. Children attend for a variety of sessions. The playscheme specialises in support for children with special educational needs and/or disabilities and their siblings. Sessions are from 10am until 3.30pm for three weeks during the school summer holidays and 10am to 12.30pm on Saturdays in term time. Children attend for a variety of sessions. There are currently eight children attending, all of whom are in the early years age group. There are 19 members of staff, eight of whom have appropriate early years qualifications. The setting also has many volunteers.

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

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

- extend opportunities for staff and volunteers to attend training, such as behaviour management, in order to enhance their already effective ability to support the range of needs of the children attending.

## Inspection judgements

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

All children are warmly welcomed and valued by the dedicated manager and her team of staff and volunteers. Children with special educational needs and/or disabilities and their siblings are able to attend, ensuring a fully inclusive play environment. Staff recognise children's individual learning needs and support them to join in activities at their own pace. Effective use of observations informs the planning of a wide range of activities to ensure the needs of all children are met. Information collected from parents and carers helps key persons assess and plan adapted activities to enable all children to take part, building on children's likes, dislikes and particular interests. Consequently, all children, including those with special educational needs and/or disabilities, make good progress in their development and are gaining skills to support their future learning.

Staff provide a varied and exciting range of activities and games that help children to develop their skills and abilities across all areas of learning. Children are occupied and interested in the activities and experiences provided for them. For example, children use their senses as they happily investigate a number of trays filled with sand and water. Staff sit alongside the children encouraging them to describe, touch and feel the items in the

trays. Children express their creativity and practise their early writing skills as they decorate hats for a forthcoming party, using a range of coloured pens and craft materials provided. Outdoors, supported by attentive staff, children access a varied range of wheeled toys and play equipment that supports their developing physical skills. Here, children delight in reaching and catching bubbles created for them by staff, who warmly praise their efforts. Staff extend children's mathematical understanding as they encourage children to count and compare the different sizes of the bubbles. Exciting outings to the seaside help children gain an understanding of the wider world.

Parents are welcomed into the playscheme and discuss with staff the activities their children have enjoyed and participated in at the session. This helps to build relationships and supports parents as they get involved in their children's learning.

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

Children receive a warm welcome as they arrive at the playscheme. Children have relaxed and easy relationships with staff and enjoy time to play with their friends. Children settle extremely well because key persons are sensitive to their individual needs. Key persons are skilled at ensuring that children keep comfortable and safe, while enjoying the range of activities on offer. They respect and value each child as unique and skilfully tune in to meet their individual needs. The key persons have a high level of awareness of the needs of children with specific and complex needs, recognising when they are uncomfortable or need extra support. Close working arrangements with parents means staff are well aware of children's care needs.

Staff support children in learning about healthy eating options at snack time because snacks include fresh fruit and a choice of milk or water. Children's social skills are developed as they sit alongside staff and chat together while having their lunch. Children have the opportunity for fresh air and exercise as they play outdoors in the school playground and enjoy a number of resources, which helps them to be physically active. Staff encourage children to confidently manage their own basic hygiene needs, relative to their special educational needs and/or disabilities, for example, hand washing after using the toilet. Staff gently remind the children if they are doing something that could be unsafe, consequently, children gain an understanding of how to manage their own risk.

Strong relationships and attachments between children and staff mean children show their emerging self-assurance as they ask staff for support when necessary. Staff manage children's behaviour in a way that promotes positive and safe outcomes. However, not all staff and volunteers have the opportunity to attend behaviour management training to gain further strategies to enhance the already good support that they provide. Staff are deployed well to ensure children benefit from the many activities. The high staff ratios mean that children can make individual choices about where they would like to play because there is a safe and sufficient amount of supervision available.

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

The manager and staff understand and fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff demonstrate a secure knowledge and understanding of child protection procedures, which includes the action to take if they are concerned about a child's welfare. The management follow safe recruitment and vetting procedures, to ensure that the suitability of all staff working with children are checked, monitored and records are kept. This includes obtaining information about employment history, qualifications and completing Disclosure and Barring Service checks. Children are well supervised and a member of staff who has a current paediatric first-aid certificate is always on site.

The manager and staff have a high level of knowledge and understanding of the areas of learning and how children learn through play. The manager and team are well qualified and skilled at working with children with special educational needs and/or disabilities. This ensures a high quality, fun and inclusive playscheme that operates efficiently, supporting a wide range of children and families. The organisation and planning for the scheme is extensive and thorough, meaning that children benefit in a safe, secure and stimulating environment that is fun and educational. Leaders and managers are consistently available and work with staff and volunteers to monitor the activities and experiences. This ensures that children benefit from a timetable of events that run smoothly and efficiently. Appraisals of staff are informal due to the times of operation and help to identify most training needs.

The manager continually reflects on the playscheme throughout its operation. She meets with staff and volunteers to identify its strengths and areas that need improving. She works closely with parents and carers to ensure that the scheme has met their and their children's needs, gaining feedback through the use of evaluative questionnaires. Parents are extremely pleased with the care and support their children receive at the playscheme, and praise the dedicated staff team. One writes, 'thanks a lot for the change you have made in our life', another describes the playscheme as 'an invaluable service where children are so well cared for'. Parents are kept well informed about the playscheme's routines and activities through the registration systems, information displayed on noticeboards and through discussion with staff. The scheme has close links with external agencies and other providers which helps to support staff in meeting children's needs effectively.

### **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. 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>	EY355522
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	849510
<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>	30
<b>Number of children on roll</b>	8
<b>Name of provider</b>	Children's Intergrated Playschemes Committee
<b>Date of previous inspection</b>	17/03/2012
<b>Telephone number</b>	01992 622975

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

