

Torview School Playscheme

Torview School, Clod Lane, Haslingden, Rossendale, BB4 6LR

Inspection date

14/08/2014

Previous inspection date

07/08/2009

The quality and standards of the early years provision

This inspection:

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 enjoy their time at the holiday scheme and interact happily with mixed-age groups. Staff and volunteers get to know the children well, and help them feel secure and develop a sense of belonging.
- The manager and staff fully understand their role and responsibilities in keeping children safe. Well-written policies and procedures underpin their good practice. This ensures that children's welfare is protected at all times.
- Staff establish positive relationships with the parents, which contributes to meeting children's individual needs.
- The staff and volunteers provide a wide variety of interesting activities to support children's learning and development. Children enjoy hands-on learning experiences and enjoy a sense of achievement as they display their creations.

It is not yet outstanding because

- The key-person system is not fully effective to ensure consistency of effective, targeted strategies and interventions to support learning in order to match young children's individual needs.
- There is scope to enhance the continuous provision in order to maximise children's opportunities for spontaneous 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 observed activities in all areas, both indoors and outside, and talked to staff and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including policies, evidence of staff suitability, planning, children's records, risk assessments and safeguarding procedures.
- The inspector held meetings with the manager and Head Teacher of the host school.

Inspector

Michelle Britch

Full report

Information about the setting

Torview Playscheme was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Haslingdon area of Rossendale, Lancashire, and is managed by Head teacher and Play Leader Manager. The setting largely supports children with learning difficulties and or/disabilities both from the school and the wider community. The setting also supports those who speak English as an additional language. It operates from the school hall, food technology area, art room and outdoor area of the grounds of Torview Community School. The play scheme employs 11 members of staff and volunteers. Of these, the manager holds a qualification at level 5 and over half the remaining staff hold a minimum childcare qualification at level 2 and above. The sessions run from 10am to 3pm five days a week, for four weeks in school holiday time only. There are currently seven children attending who are in the early years age group.

What the setting needs to do to improve further

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

- build on opportunities for young children to engage in more spontaneous play, by providing a more age-appropriate, continuous provision within the learning environment
- strengthen the key-person system to further enhance the effective, targeted strategies and interventions to support young children's learning and individual needs.

Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage and how children learn. They have a good understanding of how to promote children's specific learning and development needs through realistic targets, play and exploration. The atmosphere on arrival is warm and relaxed, and children quickly settle into the daily planned activities. Parents' contributions are valued, as staff encourage them to share their own specific learning targets at the beginning of each week. This information is used to plan future learning experiences for each child. Children are clearly happy and the day is well organised to meet the individual needs of children and support their learning. They base their planned activities on the children's interests and abilities, and provide challenge to progress their development. Although there is a suitable range of planned activities and resources available to the children, which they can freely choose from, there is scope to develop the continuous provision further to support spontaneous play ideas for the

younger children.

Children are generally well motivated and very eager to join in and participate in everything made available for them. Staff skilfully ask open-ended questions, to seek out what the children already know and encourage children to think and communicate their ideas. For example, a sensory garden session gives the children an opportunity to explore their different senses, such as touch and smell, as they collect herbs, vegetables and berries. Children are excited to go back to the classroom to open their bags and share their favourite items before making a collage. Children enjoy talking to the staff about their different collage materials and proudly show off their creations. This means that children develop high self-esteem, and good speaking and listening skills, as they actively engage in conversation. Staff show a genuine interest in what the children say and get to know the children well.

Staff encourage children's communication and language, as they engage them in conversation through verbal and pre-verbal strategies. This allows them to support their chosen activity. They show they feel safe and secure as they move around the available space, and seek assurance and support from staff if they need help. The children are given opportunities to express themselves imaginatively through music and movement, as well as enjoy ring games outside on the playground. This encourages children to develop their social skills and collaborative play with peers.

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

Children receive a warm and friendly welcome from the staff and volunteers at the club. They are happy, settled and enjoy their time throughout the session. However, children in the early years age group are not consistently assigned to the same key person. This means that younger children's care and progress is not always fully supported or consistently monitored to match their individual needs. Staff and volunteers come from the host school, or have siblings and children with special educational needs who have previously attended the club. This gives the setting a very strong sense of community and belonging for the children and adults. Staff and volunteers are enthusiastic about the activities and experiences they provide for the children. This tangible enthusiasm encourages the children to become fully engrossed in their play and learning, and ensures they generally enjoy their time at the setting. Staff regularly praise and encourage children's efforts and achievements, which helps boost their self-esteem.

Children learn about aspects of keeping themselves safe, as they are encouraged to consider and recognise potential risks and dangers when playing outside and collecting berries. This allows them to gradually accept responsibility for their own safety. Staff promote children's understanding of the importance of a healthy lifestyle. They follow good hygiene routines and offer the children regular opportunities to benefit from fresh air and physical exercise. Children play in the sensory garden, the trim trail and take part in ring games on the playground. This promotes children's physical development and increases their understanding of the world.

Children's transitions are supported well, as some children do not attend the host school

and attend mainstream schools. Staff are good role models to children, using a consistent approach and calmly establishing expectations. As a result, behaviour is generally good.

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

Children are safeguarded well. The management team have implemented effective policies and procedures, to support staff as they all work together, ensuring that the children are as safe as possible while attending the club. The manager has assessed the suitability of staff, and ongoing suitability is monitored through weekly supervisions and observations. Staff are aware of the child protection procedures and demonstrate a clear knowledge and understanding of how to report concerns in their care. They use risk assessments effectively and complete daily health and safety checks, which allows them to identify and address any potential hazards. No volunteer is ever left alone with children, although many have received the appropriate checks. There is always two or more staff and volunteers working with groups of children, as the ratio of staff and volunteers to children is very high. This means that children play in a safe environment. Effective staff deployment means that children are well supervised, both inside and outside. Most staff possess early years qualifications, although children in the early years age group are not always consistently assigned to the same key person daily. This means that younger children's progress and emotional well-being is not consistently being met, assessed and monitored in order to support their learning and development to the very optimum.

The manager ensures that she is fully involved in the life of the holiday play scheme. Most staff and volunteers work within the host school during term time, which means that these partnerships contribute significantly to children's ongoing progress. Regular two-way sharing of information is valued and used effectively to plan sessions. Information is gathered from parents about children's individual health, learning and development needs prior to entry, which is then shared with the staff team. She plans activities in partnership with staff and volunteers, and they complete evaluations on these at the end of each day to reflect on children's engagement and participation. The manager is strong and has firm ideas for progress. She is well supported in her role by the school staff, head teacher and the local-authority team. New staff are well trained in the core requirements, with an intense induction, and are fully able to provide for children's learning and development.

Partnership working with parents makes a strong contribution to meeting the needs of all children. Parents are warmly welcomed into the club and invited to share in their children's learning through a range of different opportunities, including daily diaries and evaluation sheets. Therefore, parents feel valued and included in their children's learning. Staff spend time communicating with parents as they collect their children to go home. They talk about the activities enjoyed that day and collect a variety of things made, such as collages, drawings and pirate hats, so they share these experiences with their children at home.

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

Unique reference number	309698
Local authority	Lancashire
Inspection number	864935
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	29
Number of children on roll	59
Name of provider	Torview School Playscheme Committee
Date of previous inspection	07/08/2009
Telephone number	01706 214640

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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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