

Maple Cross and West Hyde Playscheme

Maple Cross Junior Middle & Infant School, Denham Way, Maple Cross, RICKMANSWORTH, Hertfordshire, WD3 9SS

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| Inspection date | 20/08/2014 |
| Previous inspection date | 20/04/2011 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | 1 | 2 |
| The contribution of the early years provision to the well-being of children | | 1 |
| The effectiveness of the leadership and management of the early years provision | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- Staff use a range of imaginative teaching methods to engage children in exciting and well-thought-out activities and free play opportunities. As a result, children's personal and social skills are promoted to an outstanding level. Children make excellent progress in relation to their starting points, including those who have special educational needs and/or disabilities.
- Young children are cared for in a vibrant, nurturing environment. Staff interact and support children's learning to an exceptionally high level, building on the strong partnerships with parents. Children are involved in making decisions about what they would like to do, understanding how important their views are and that their needs and feelings really matter.
- The staff team's knowledge of safeguarding is exemplary. Staff know the children well, they are vigilant in managing and monitoring children as they play. Robust assessments of risk enable them to provide a safe environment for children to play and learn.
- Leadership and management is inspirational. The council's dedicated play and leisure team, who work alongside the onsite staff team, share an uncompromising drive to maintain the highest quality play and learning experience for all children. Extremely robust safeguarding and recruitment procedures help to ensure all adults are suitable to work with children.

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 talked to children of all ages. She observed children take part in a range of activities in and around the school building and grounds.
- The inspector looked at records in relation to children's achievements and how the scheme plans for the individual needs of the children.
- The inspector carried out a joint observation with the play development officer.
- The inspector checked evidence of the suitability and qualifications of the staff team.
- The inspector spoke to the scheme manager, play development officer and other members of staff.
- The inspector sought the views of parents through surveys and written comments in the compliments book.

Inspector

Tina Kelly

Full report

Information about the setting

Maple Cross and West Hyde Playscheme was registered in 2010 on the Early years Register and on both parts of the voluntary and compulsory parts of the Childcare Register. The play scheme is managed by the Leisure Development Manager and Play Development Officer on behalf of Three Rivers District Council. The scheme operates from Maple Cross Junior Middle & Infant School in the Maple Cross area of Rickmansworth in Hertfordshire. The playscheme has use of two classrooms, the main hall, dining areas and extensive school grounds, as well as suitable cloakrooms and staff facilities. Three Rivers District Council employs staff with appropriate early years qualifications and experiences to meet the welfare requirements. The early years on-site manager holds a level 3 qualification. There are currently 400 children on roll, of whom 150 are in the early years age group. The scheme supports children with special educational needs and/or disabilities. The scheme operates during Easter and summer school holidays, Monday to Friday, from 8.30am until 4pm. Children, aged from four years, who attend reception class, and up to the age of 12 years, attend for a variety of sessions.

What the setting needs to do to improve further

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

- expand the range of already very good resources further to support and extend children's excellent imaginative play experiences.

Inspection judgements

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

Maple Cross and West Hyde Playscheme plan an exceptionally broad and challenging range of play, sporting and art activities for children of all ages. Staff are highly skilled in teaching children to make decisions, think for themselves and to be part of a team. Excellent planning, resources and equipment enable the staff to extend and support all areas of learning for children in the early years age range and those with special educational needs and/or disabilities. Staff plan activities to build on the skills that children have gained at school. For example, children sort themselves into teams, select a leader and listen carefully to the staff for instructions to follow as they set off on a treasure hunt. Children are given clear, written directions that they have to read out loud and they share their ideas to work out where the next clue is hidden. Each team has a key person to help guide the children in the right direction. The whole site is used; so children run, climb, search under sand trays and hunt in the classrooms for the colour coordinated sheets of paper which will give them the next clue. Younger children are learning how to cooperate, talk through decisions and they are beginning to understand how they can follow written instructions to find the treasure.

The classroom provides a highly interesting and vibrant area for children to take part in art activities, small group games and free play. Staff encourage children to use the cosy area to rest, look at books, read and use puppets to bring stories to life. Dressing-up and imaginative play resources are readily available to extend children's social and personal skills. There is scope to enhance the resources for this area of play by ensuring children always have space to set out and extend their imaginative play ideas. Children are very confident in sharing their ideas with each other and with adults. Staff ask children for their opinions and views on what to do next. This develops their critical thinking. Children of all ages are very keen to take part in parachute games and they help to unroll the large silk parachute. When staff ask the children to choose a game, they all volunteer their ideas with great enthusiasm and negotiate rules for the game of sharks and pirates. Children volunteer to be sharks under the parachute and pirates sitting around the edge. The sharks drag the pirates under the parachute with great relish. Children shriek and run around trying to rescue each other. The game is extremely well-managed and staff position themselves around the room so they can help the younger children, and those who need additional support when taking part in large group activities. Staff are deployed well and a high staff ratio ensures some staff can sit out with children who choose not to join in the main activity. Children's individual needs are recognised and met to an extremely high standard.

The highly-qualified, motivated and experienced staff team, extensive school grounds and excellent resources provided by Three Rivers District Council promotes children's learning through play to an outstanding level. The council uses outside companies to introduce children to circus skills, recycling arts projects, opportunities to handle animals and drumming sessions from cultures around the world. The police and fire service are invited to the scheme and visit whenever they can. Staff monitor children's play and learning, and they share the information with parents on a daily basis. Staff maintain detailed observations and assessments of children's progress. The next steps in their learning are identified and shared with parents so they can support children's continued learning at home. Staff are very aware of the individual needs and backgrounds of the children in their care. They organise the activities and groups of children to ensure all children feel secure and thrive in this busy and extremely well managed playscheme. As a result, children develop the very positive attitudes they need to be successful in their future learning at school.

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

Staff are very aware that they only care for the children for a short time and so work very hard to find out about children's individual interests and needs. Many children attend the scheme throughout all the school holidays and return each year. Each child is allocated a named key person, who remains the same throughout the scheme, whenever possible. This process helps to monitor the well-being and emotional needs of all children. A robust registration process enables staff to greet children by name and ask them to join their key groups. All children are brought together at the start of each session for introductions by staff and to recap on the rules the children have established to keep themselves safe. Staff are skilled and considerate in managing children's behaviour. Children are asked to

think about good behaviour and actions that are unkind or would make other children feel unhappy. They are very keen to share their ideas. This supports their understanding of how their own behaviour and actions impact on other children playing nearby. Consequently, children's behaviour is excellent. All members of staff wear uniforms and carry identification. This ensures children are fully aware of the adults that they can talk to and who are on site to help them. Children learn about their own safety, and that of others, as the environment is managed extremely well. Staff are deployed well around the site to manage and help children when they climb trees, play on the adventure play apparatus and on the large logs.

Staff support children's personal and social skills at lunchtimes to a very high level. On most days, all children are brought together to eat, which reinforces school routines. At these times, children are helped to find their lunch boxes. Staff then sit with the children and talk to them about what they have in their lunch boxes and to promote healthy eating. The council provides all families with an information sheet about how to provide healthy packed lunches. The scheme has close links with local shops and they accept fruit and vegetables to make kebabs and fruit smoothies. Staff remind children to take time out for a rest and to help themselves to drinking water when they are playing out in the school grounds. Children learn to take care of their environment, as they take responsibility for clearing away food wrappers and helping to tidy away toys and resources throughout the day. Children learn about good personal care routines. Laminated posters around the classroom, with pictures and words, help children of all ages and reading abilities, to remember to wash their hands throughout the day.

Outside play and physical development are given a very high priority, and are planned into the daily routines for all children. The council provides a wide range of high-quality resources to support and promote children's physical skills and confidence. Staff plan interesting activities and encourage all children to take part. Children clearly enjoy taking part in the assault course. Teams are chosen and both children and staff shout encouragement as their team mates step into large hoops, balance on beams, crawl under netting and run on to use their football skills in scoring a goal. Staff ensure the teams are a mix of ages and abilities. As a result, the older children are good role models and help the younger children. The main hall and extensive school grounds provide an ideal environment for children to take part in a range of challenging and interesting activities. These opportunities support and develop the skills that children need to make excellent progress in their future learning.

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

The leadership and management of the playscheme is inspirational and there is a well-defined line management system to support staff. All adults put safeguarding at the heart of their work. They can readily identify signs and symptoms, which may give cause for concern about a child's welfare. The development officers and managers are designated as child protection persons, having attended advanced safeguarding training. They are part of the local authority child protection team, working with the children's centre and

other support agencies in protecting children and supporting families. Information and contact details for the Local Safeguarding Children Board are readily available for all staff and parents. Rigorous recruitment procedures, vetting and a thorough induction process ensures all staff working with the children are suitable to do so. Staff wear easily identifiable tee-shirts and identity tags so children know whom they can ask for help or share any problems. Staff use detailed risk assessments to help to monitor the buildings, school grounds and apparatus. Senior officers are always contactable and they oversee the general running of the site. They immediately evaluate any concerns, incidents and accidents to ensure appropriate action is taken to maintain the welfare of all children. Safety of children at collection times is managed extremely well. Parents are asked for passwords and the names of any other persons who may collect the children from the scheme at the time of registration to help to ensure the safety of the children at all times.

The council leisure department manages several playschemes and a play ranger service for children in the locality. The Play Strategy ensures training and support for staff and very good, high-quality play opportunities for all children across the district. At Maple Cross and West Hyde Playscheme, the highly motivated, energetic and experienced team of staff support and extend children's learning to an outstanding level. They are very enthusiastic and share in the children's learning of new skills with great delight. The council tries to recruit members of staff who have previously worked at their playschemes. They endeavour to provide consistency for the children and a dedicated staff team who work extremely well together. This ensures the provision of exciting and challenging play opportunities across all areas of learning for all children. The entire staff team and managers undertake daily and weekly evaluations of all activities, resources and use of the site. This helps to ensure children's care and learning needs are consistently promoted to an outstanding level.

The playscheme works with families, and if appropriate, other professionals to find out about children's individual needs, interests and previous experiences. Parents express in the compliments folder their great delight in the commitment of staff and in the activities their children have enjoyed. All families are sent an evaluation form to help the council assess the overall scheme and how it meets children's individual needs. Parents can contact the development officer to update the scheme with any important information about their children at any time. The management team have developed very good links with local superstores and shops. They use these contacts to request fruit and healthy foods, as well as accepting donations of art materials to extend the already outstanding play and learning opportunities for the children in their care.

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

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| Unique reference number | EY413138 |
| Local authority | Hertfordshire |
| Inspection number | 851363 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 24 |
| Number of children on roll | 400 |
| Name of provider | Three Rivers District Council |
| Date of previous inspection | 20/04/2011 |
| Telephone number | 01923773189 |

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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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Piccadilly Gate
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