

Bells Lane and Aspley Surprise Playscheme

Bells Lane Community Centre, Amesbury Circus, NOTTINGHAM, Nottinghamshire, NG8 6DD

Inspection date	06/08/2014
Previous inspection date	17/02/2014

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The provider has not made significant improvements since the last inspection. The provider does not have robust procedures in place to ensure the key-person system is effective and staff do not receive sufficient induction training to help them understand their roles and responsibilities. As a result, children's well-being, safety and learning is not supported.
- Deployment of staff and supervision of children is not always effective. This results in periods of time throughout the day where staff do not consistently interact, support and engage children in purposeful play experiences and ensure their safety.
- Some staff display a poor understanding of how to promote children's learning. Consequently, the quality of teaching and learning is inconsistent and sometimes weak.
- Children do not always make the best possible progress in their learning because staff do not make observations or assessments to gain an understanding of children's interests or level of progress. Therefore, staff are unable to plan activities that build on children's prior skills and knowledge, to complement and enhance their learning.

It has the following strengths

- Parents speak highly of the playscheme and the service they receive.
- Staff have a suitable knowledge of child protection issues.

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 children during activities indoors.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the provider's improvement plans.
- The inspector spoke with the staff and manager at appropriate times throughout the inspection.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Dawn Larkin

Full report

Information about the setting

Bells Lane and Aspley Surprise Playscheme was registered in 1987 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by the Bells Lane and Aspley Tenants and Residents Association Committee. The playscheme operates from a community centre in Nottingham and is open to children aged five to 15 years. The children who attend are mostly from the local community. The playscheme operates during all school holidays, except for the Christmas break. The sessions run from 10am to 1pm, from Monday to Friday. Children have access to the main hall, playroom, reception area, kitchen, toilets and an outdoor area. There are currently 81 children on roll, of whom, six are in the early years age range. A total of nine regular volunteer staff work at the playscheme. Of the volunteers, three hold appropriate qualifications at level 3. The playscheme supports a number of older children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

ensure each child is assigned a key person to meet their individual needs; parents and/or carers must be informed of the key person's name and the setting must explain their role to parents and/or carers

ensure that all staff receive induction training to help them understand their roles and responsibilities; induction training must include information about health and safety issues.

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the deployment of staff is managed so that children are effectively supervised at all times, to fully ensure their safety and well-being
- ensure staff are deployed to effectively support and actively engaged each child in purposeful play experiences
- ensure staff have secure skills to interact, play and fully engage with the children, so that children make good progress in their learning
- ensure staff carry out observations and assessments to gain an understanding of children's interests and their level of progress, so that staff can build on children's prior skills and knowledge, to complement and enhance their learning.

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

Children's learning and development is not effectively promoted because not all staff understand how young children learn and develop. Staff have insufficient knowledge of how complete observation and assessment and how to use this information to plan purposefully for each child. Therefore, staff do not have an understanding of children's interests or level of progress. As a result, some children are not engaged in purposeful play and drift from one activity to another. This is because their interests are not recognised or known. Consequently, staff are unable to plan activities that build on children's prior skills and knowledge, to complement and enhance their learning. This also means children are not adequately prepared for the next stage in their learning.

Children have access to a wide variety of craft activities. They demonstrate good independence as they confidently select resources to make a range of pictures, models

and jewellery. However, these activities merely occupy children and do not challenge them sufficiently in their learning. This is because staff do not always engage in children's play and ask them open-ended questions to extend their learning. There are periods of time when an adult does not engage with some children and this does not support their self-esteem or extend their learning. In addition, when some staff do engage with children, it is to support cleaning up spills and they do not interact or show an interest in what the children are making. This demonstrates that some staff have poor understanding of how to promote children's learning and development. They do not ask questions that extend children's thinking or even play alongside them to support children's emerging ideas. Children's early writing skills are supported by a range of equipment and resources to make marks. Older children support younger children in making cards and writing messages. This promotes a supportive and caring atmosphere. Staff support children who are visiting the playscheme for the first time who speak English as an additional language by ensuring they understand routines, such as fire drills and the choices they can make about their play. In addition, staff buddy these children up with other children so they feel welcomed and can access the range of activities on offer at the playscheme.

Children are given opportunities to develop their physical skills because every day there are sports activities in the hall. They enjoy playing team games, throwing, catching and running to bases in games of rounders. These activities also support some areas of personal, social and emotional development as children learn to take turns and be part of a group. After snack time, a few members of staff organise large group games to support throwing and catching skills. However, due to the deployment of the staff, children are not effectively supported because some staff are not involved in supporting this game. They do not try to actively engage the children in conversation or other activities when the children are 'out' of the game. This results in some children becoming bored and not actively engaged in purposeful play. Parents speak highly of the playscheme. Daily communication between staff and parents generally ensures parents are informed about their child's care and the activities they have been involved in while at the playscheme. Children with special educational needs and/or disabilities are well supported, as staff work closely with parents in order to know their needs.

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

There is a key-person system in place at the playscheme. Each child is assigned a key person, with an additional key person if children choose to play sports. However, the key-person system is inadequate because there are not robust systems in place to inform parents and children of who their key person is. In addition, systems are not in place for when new children arrive at the playscheme or if a member of staff is absent due to sickness. The key-person system is not adequately well embedded into practice because the quality of staff knowledge, understanding and practice is not consistently good across the entire playscheme. As a result, children's learning and care is not tailored to meet their needs. This does not support children to feel settled or promote their self-esteem. In addition, this does not promote their emotional well-being as they move from their home into the playscheme.

Children's health and safety awareness is promoted in some areas. For instance, all

children participate in regular fire drills, which supports their growing awareness of how to keep themselves safe. However, the provider has breached some welfare and safeguarding requirements, so children's sense of security is false. Staff are not suitably deployed around the room to be actively involved in children's play and support their individual needs. For example, when some staff are tidying away after a snack time, other staff sit in another room where children are not present. A large group of children sit to the side of the room without any adult interaction and little supervision. This does not ensure their safety or promote children's sense of well-being or self-esteem. The supervision of the children is not adequate because staff do not notice children who require support in their play. For example, when some children want to join a particular activity they are turned away because there is not room at the table. These children are not supported to find another activity that will interest and motivate them. As a result, children are not actively involved in their play or learning.

The playscheme has made some improvements since the last inspection. For example, staff have a better understanding of the behaviour policy and how to support children in a positive manner. Children's behaviour is generally good because staff give children clear boundaries and children know what is expected of them. In addition, staff use lots of praise to reinforce good behaviour. The playscheme promotes a healthy lifestyle because children have regular access to exercise, along with some healthy and nutritious snacks. Children enjoy making fruit cocktails, which encourages them to try fruit in a different way. Improved working relationships with the local school also ensure smooth transitions as children continue their education.

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

The leadership and management of the playscheme is inadequate. The provider does not demonstrate a sufficient understanding of the safeguarding, welfare and learning requirements of the Early Years Foundation Stage. For example, the provider does not manage staff adequately to ensure that children are supervised and safe at all times while attending the playscheme. In addition, the provider has failed to make and maintain significant improvements since the last inspection and subsequent monitoring visit. The provider has failed to ensure that an effective key-person system is in place to support the needs and well-being of all the children. This does not support children to engage in purposeful play or feel self-assured within the playscheme. Although some improvements have been made to the induction of staff, this is not well embedded and staff still do not demonstrate they understand their roles and responsibilities to support children's learning and safety. Consequently, this has a direct impact on children's safety, well-being and learning. This means that legal requirements are not met and this also applies to the Childcare Register. There have been some improvements since the last inspection, and previous actions relating to children protection and the security of the premises have been met. Staff now demonstrate a clear understanding of the signs and symptoms of abuse and can describe procedures that they would follow to protect children from harm or neglect, should a concern be raised. In addition, they are clear about the procedure to follow if they have a concern about another member of staff, should this arise. Safeguarding policies are implemented with regard to mobile phones and staff adhere to

this. The manager has appropriate systems in place to ensure those working with children are suitable to do so. For example, they gain references and complete Disclosure and Barring Service checks for all staff. Premises are secure and all reasonable steps are taken to prevent unauthorised persons entering the building. Through in-house training, staff are now familiar with the behaviour management policies and procedures. They demonstrate how to manage children's behaviour in a positive manner. Records are now easily accessible for inspection and generally well maintained with regards to accidents and medication.

The manager monitors activities to ensure all areas of learning are covered, although they do not always meet children's learning needs. Although staff are suitably qualified to support younger children, there are insufficient qualified staff to support older children in their care. This is a breach of the compulsory part of the Childcare Register. The manager monitors staff performance through working alongside the staff, and carrying out supervisions and appraisals, these are developments since the last inspection. Consequently, she is aware of areas of development for staff and has some systems in place to support this. However, not all staff consistently interact, support and engage children in purposeful play experiences. This does not support children to be actively involved in their play and learning. The majority of staff do not make observations and assessments of children's learning to identify their interests or level of progress. As a result, the quality of teaching and learning is inconsistent and sometimes weak, because suitable support is not in place to complement and enhance children's progress. The playscheme is beginning to work with the local authority to evaluate and improve practice, but this is still at a very early stage.

The playscheme shares information with parents, including newsletters and procedures, to keep them informed. Parents are very complimentary about the playscheme. There is an improving partnership with the local school to ensure children's needs are met when the care is shared.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (compulsory part of the Childcare Register)

- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)
- ensure at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (voluntary part of the Childcare Register).

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	254517
Local authority	Nottingham City
Inspection number	972223
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	69
Number of children on roll	81
Name of provider	Bells Lane and Aspley Surprise Playscheme Committee
Date of previous inspection	17/02/2014
Telephone number	0115 9134997

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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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