

# Ashfield Play Care Scheme

The Lammas Compound, Lammas Road, Sutton-in-Ashfield, Nottinghamshire, NG17 2AD

<b>Inspection date</b>	29/09/2014
Previous inspection date	21/03/2011

<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

- Staff have a good understanding of their roles and responsibilities in regard to the safeguarding and welfare requirements, including child-protection issues.
- Children are involved in planning. This ensures that the wide range of resources on offer to children are related to their interests and supports their preferences for learning.
- Children build positive relationships with staff and children of all different ages in the club. They settle quickly and feel safe and secure.
- Positive relationships with parents and other providers ensure children's individual needs are met.

### It is not yet outstanding because

- Staff miss some opportunities to help children make connections in their learning and this means that their thoughts and ideas are not explored in as much detail as they could be.
- There is scope to improve children's developing independence skills particularly during snack times.

## 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 playroom and outdoor areas.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.  
The inspector looked at children's assessment records, planning documentation,  
■ evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.

## Inspector

Lianne McElvaney

## Full report

### Information about the setting

Ashfield Play Care Scheme was registered in 1996 on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is an after school and holiday play-scheme and operates from a purpose built single storey unit with a large secure outdoor play area. It is located in Sutton-in-Ashfield. There are currently 130 children on roll, six of whom are in the early years age range. Children attend for various sessions. The scheme is open throughout the year, offering after school care, Monday to Friday, 3pm to 6pm and during school holidays, Monday to Friday, 8am to 6pm. There are 11 staff employed to work with the children. Of whom, two hold appropriate early years qualifications at level 4, three at level 3, three at level 2 and three are unqualified.

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

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

- extend children's learning by making more use of open questions during small group activities to help them share their thoughts and ideas in detail, therefore, helping them to make connections between their different learning experiences
- enhance opportunities for children to further develop their independence skills at snack and mealtimes, for example, by pouring their own drinks and serving themselves.

## Inspection judgements

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

Staff in the club provide a wide range of interesting resources that support children's independent play and offer them a choice of adult-led activities, such as art and craft. Children are involved in planning and as a result, resources reflect their interests. For example, they choose circle games for the group to play. The youngest children enjoy looking at books and reading stories in the designated book area. This promotes their communication skills and supports their interest in literacy. It also helps them to understand characters and how stories are structured. Staff use conversation during children's chosen play and adult-led activities to develop communication and language skills as well as exploring their ideas. During some focused activities, however, staff do not always make good use of open-ended questioning to help children make links between different aspects of their learning. This means that children's critical thinking is not always fully developed. Nevertheless, observations made by key persons about children's learning show that they are making good progress across all areas.

Staff obtain information about children's learning and achievements from parents during

induction visits. This means that they are knowledgeable about children's interests and their preferences for learning. The majority of staff in the club hold relevant early years qualifications. As a result, they have a good understanding of the learning and development requirements and they have the skills to support children's learning. Consequently, they plan activities across the seven areas of learning that take into account children's skills and help them to make progress towards the early learning goals. For example, children develop their writing skills as they write their name on their own pictures. They also explore the natural environment in the outdoor play environment. There is a good balance of child-led play and adult-led activities. This ensures that children enjoy independent play while benefitting from the good teaching skills of experienced staff. For example, they enjoy playing outside together where they listen to instructions for group games and learn about following rules.

Through daily discussions, staff share activities with parents and relevant information about children's learning in school. When they collect children from the club, parents join them in their activities, which means that they are able to see what their child is learning and interested in. Parents are confident that their children are happy in the club because they feel the activities provided reflect those they would enjoy at home after a day at school. Partnership with the school means that there are suitable systems in place for complementing and supporting children with their next steps in learning. As a result, they enjoy consistency in their care and learning during their time in the club.

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

The club provides a relaxed, welcoming environment where children can enjoy time with their friends after their day at school. The space is used well and this ensures children have quiet areas where they can unwind and rest. For example, a sensory room is available to children for quiet time. Good relationships with parents and schools ensures that detailed information about children's care needs is shared. The manager conducts regular meetings with the team. This makes certain essential information about children's care is shared with the key person and the role of each member of staff during the session is made clear. As a result, supervision levels are very good, children are engaged well and kept safe. Children show that they are happy and confident as they move around the setting. They demonstrate strong attachments with staff that promotes their well-being. Children, who attend the club, are predominantly from local primary schools and they are developing robust relationships with their peers. This helps to prepare them for the larger social environment, which they will experience in the next stage of their learning, as they progress through school. Everyday practices, such as hanging their coats up and eating together at snack time, mirror those they experience in school. This means that they enjoy consistency in their daily routines.

Staff are very good role models and they demonstrate clear expectations for children's behaviour. All staff have the ethos that children often demonstrate unwanted behaviour if they are bored and they endeavour to make sure all children are engaged well and occupied. The club uses simple rules for the children's behaviour to replicate a homely environment. Staff help children to resolve disagreements and they receive clear and consistent messages. This means that children are developing a good understanding of

right and wrong and as a result, their behaviour is very good. Children's safety and well-being is promoted well during play and everyday routines. They are encouraged to risk assess for themselves. For example, they learn how to use play equipment, such as slides, safely and they are encouraged to consider hazards during their play. As a result, they are learning how to keep themselves safe. Children enjoy outdoor play everyday. The space is utilised well to help children test their skills and try new challenges. The club has a range of resources to promote children's physical development in the outdoor area, such as, an obstacle course, slides, football goal posts and a sand pit. This means that children can make choices about their play while developing their physical skills.

Staff are enthusiastic and actively participate in children's play. This encourages even the most reluctant children to join in. Clear, age-appropriate explanations help them to understand the needs of others and as a result, they build on the skills they need for the larger school environment. Children have healthy snacks, the menu for which is decided by them. There is, however, scope to extend children's independence skills during snack times to provide children with even more opportunities to do things for themselves, such as pouring their own drinks and serving themselves. They are encouraged to develop good hygiene routines, such as washing their hands. This means that they develop a good understanding of how to stay healthy.

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

Recruitment procedures ensure all staff are suitable to work with children. Staff have completed safeguarding training and are able to demonstrate a good knowledge of safeguarding issues, including signs of abuse. The manager is the designated safeguarding officer. There are clear lines of accountability in place and procedures for reporting concerns about children or the operation of the club are clear. The premises are checked daily and the club has completed suitable risk assessments for the premises and for places they visit during school holidays. The identification of visitors is checked for further security. Children's attendance, including when they arrive and leave, are recorded and this means that ratios are maintained. Almost all staff hold a current first-aid certificate, which means that they can give appropriate treatment if there is an accident to a child in their care.

When children enter the club, policies and procedures are shared with parents and this contributes to promoting their safety. For example, the use of mobile telephones and cameras are forbidden. The partnerships in place with the schools ensure that accurate information is shared with the club about children's time in school. This means that staff can share information with parents about some of the milestones children have achieved and the activities they enjoy. As a result, children enjoy consistency in their learning and records show that they are making strong progress towards the early learning goals. The manager monitors children's progress by checking observations to verify no gaps in their development.

The manager is proud of the strong community links they have developed and the club is well known with local parents. The manager seeks the views of parents and children and

the team take their views into account when evaluating the service they provide. The manager has a good understanding of the club's strengths and is keen to address any areas where their service can improve. The manager works with staff to address areas for improvement and this means that the club is continually improving to benefit the children, who attend.

### **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>	253034
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	866673
<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>	52
<b>Number of children on roll</b>	130
<b>Name of provider</b>	Ashfield Play Care Scheme Committee
<b>Date of previous inspection</b>	21/03/2011
<b>Telephone number</b>	01623 553007

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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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