

Flitwick Leisure Centre Creche & Holiday Playscheme

Steppingley Road, Flitwick, BEDFORD, Bedfordshire, MK45 1TH

Inspection date	11/08/2014
Previous inspection date	02/06/2010

The quality and standards of the early years provision	This inspection:	2
	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

- Teaching and learning is good because staff plan activities, which offer scope for children to investigate materials and take part in new challenges. As a result, their progress is good.
- Children are confident, develop good self-esteem and are considerate to other people. This is because staff help them to consider the feelings of others and make good relationships during every session.
- Staff work closely with parents and other agencies, to meet every child's needs. This enables them to fully benefit from activities to promote learning.
- Staff have a good awareness of child protection and how to safeguard children. Security measures in the creche and playscheme facilities are robust. Consequently, children are protected from harm.

It is not yet outstanding because

- Some staff in the playscheme do not always give sufficient time for children to think about how to manage a task fully, or make the optimum use of questioning techniques to help children solve problems themselves.
- Leaders do not always use information gained from observing staff practice to enhance staff's personal effectiveness.

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 creche, the playscheme function room and the large sports hall.
- The inspector looked at a selection of policies, procedures, planning documentation and information provided by the provision.
- The inspector spoke with the management, staff and children at appropriate times throughout the inspection.
- The inspector reviewed the self-evaluation files.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Lynne Talbot

Full report

Information about the setting

Flitwick Leisure Centre Creche and Holiday Playscheme was registered in 2004 on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It operates from two rooms on the first floor in Flitwick Leisure Centre, Bedfordshire. Children also use the facilities of the leisure centre, including the fields and the swimming pool. The provision is managed by Stevenage Leisure Ltd. and serves the surrounding community. The provision is accessible to all children because there is a lift. There are outdoor areas available for play. The provision employs 13 members of staff. Five staff are employed for the creche. Of these, four hold appropriate early years qualifications at level 3 or above. Eight staff are employed for the holiday play schemes. Of these, three hold appropriate early years and playwork qualifications at level 3 and above. One member of staff has Qualified Teacher Status. Creche sessions are open five days a week, all year round. The creche opens from 9am Monday to Friday, closing at 2pm on Mondays, 3.30pm on Tuesdays, 2.30pm on Wednesdays, 1.30pm on Thursdays and at 1pm on Fridays. Children may stay in the creche for more than two hours. The holiday playscheme opens from 8.45am to 4.30pm during school holidays, including half-term weeks. Children attend sessions as booked and required by their parents or carers. There are currently 300 children on roll for the creche, many of whom attend irregularly. There are 206 on roll for the playscheme attending irregularly in holidays. The provision supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance opportunities for children to think critically during activities and discussion by using questions that provide children with scope to make decisions and think of solutions to problems
- sharpen the methods used for performance management for example, by using information gained from observing staff practice to enhance staff's personal effectiveness.

Inspection judgements

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

Flitwick Leisure Centre Creche and Playscheme plan a broad range of sporting and craft activities. They provide good resources and instructions for staff to enable them to extend and support all areas of children's learning. Children show enthusiasm for play and a keenness to attend both parts of the provision. The staff support children to play in mixed age groups during activities to enhance their confidence and support self-esteem.

Activities are challenging and interesting. Children in the playscheme sit together to create bead plaques; they sort and match colours, and explain to each other the intricate designs that they are developing. Staff skilfully observe children and sit alongside them offering support where needed. They carefully observe the children's progress and enhance their vocabulary as they engage them in conversation. Children play board games together and learn to share as they follow the rules. Children eagerly show what they can do on the trampoline as they jump and bounce. Staff are supportive and encourage children to try these new activities; this helps children to feel that they can achieve, enhancing their confidence. Staff motivate children by encouraging them to read the recipe and the dates on the ingredients when they bake together. Children do carry out the practical tasks for the baking session, but staff focus heavily on the process rather than the opportunities that arise for children to think the method through for themselves. In addition, some staff do not always acknowledge children's questions because of their focus on the activity. Consequently, children sometimes have insufficient time or support to think a problem through or decide on a solution.

In the creche, staff engage in purposeful discussions with children, which help them to extend their vocabulary. Children understand that they are valued because staff listen to their questions and respond to them thoughtfully. They practise early mathematics when they use coloured hoops and throw beanbag 'frogs' into them in sets, or by matching colour. Children select storybooks to sit and share with staff on the soft mats and large beanbags. They anticipate the end of the story showing that they are developing an understanding of literacy. Children access materials freely from the storage units in the creche. Consequently, they are initiating their own learning. Staff respond to children choices; for example, when they decide to play football, staff happily join in. Children show imagination as they pretend to be their favourite football players and assign a role to the staff. Staff skilfully direct children's active play, such as this, to see if they can extend their skills further. For example, children persist with kicking the ball through the 'caterpillar tunnel' and cheer when they achieve this. As a result, children develop good characteristics of learning which help them to progress in their learning and development.

Parents receive information regarding the Early Years Foundation Stage. In the creche, staff maintain a planned programme of activities that offers scope for development of all children attending, including those who attend infrequently. Staff plan each day for children attending, ensuring they meet the needs of every child. Parents discuss information about children's learning and needs with staff. Staff use this information, and that gathered through observation, to plan the daily resources to promote the next steps in children's learning. They monitor children progress by checking children's achievements against current expected milestones. This helps staff to track children's progress in relation to their starting points. In the playscheme, staff plan a programme for children designed to offer challenge and extend children's learning during their school holidays. Staff make observations and adapt planned activities to help children progress further. Key persons work closely with children with special educational needs and/or disabilities. Staff regularly consult parents and follow any designed programme for children to support their learning and plan for next steps. As a result, children with special educational needs and/or disabilities make good progress. Overall, the play facilities and teaching environment allow children to use the skills and knowledge that they have already

acquired and support progress.

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

Children are interested in the activities available and relate well to their peers and staff. Conversations heard between the staff and children are very comfortable. Parents complete detailed record forms for all children to assist staff in planning for their individual needs. The creche staff invite parents to stay with their children to help them to settle in before they begin attending by themselves. Consequently, they form good bonds with staff. Children attending the playscheme have a key person and a key group; this helps them to develop friendships and attachments, promoting their sense of security. Children in the playscheme become familiar with new teachers and new schools, because they discuss them with older children that attend the provision. Children in the creche and playscheme take part in activities that help them to become confident in large groups. As a result, children approach a move to a new class or school with confidence because they are secure and well prepared.

Children are very sociable and enjoy gathering together at the beginning of each playscheme day to introduce themselves to the group and discuss the activities that are to take place. They discuss positive behaviours and staff remind them to be kind to others; bullying is not accepted. The staff in the creche model behaviour effectively for younger children. They give them praise and simple tasks to do, such as helping with snack time, in order to boost their self-confidence. Children learn to keep themselves safe through practical daily routines and staff guidance. They practise walking safely up and down stairs while holding the handrail between the playscheme base and the sports hall. Children discuss the emergency evacuation routine; those in the playscheme explain the routine to new children and this helps to reinforce their practical understanding of keeping safe. Staff provide close supervision to children in the creche where they complete projects linked to safety. Consequently, all children explore practical methods that help them to understand risk and are not dependent on the staff to minimise risk for them. The creche and playscheme are well equipped, enabling children to self-select and lead their play.

Staff promote children's health well. Children in the creche enjoy using some 'mini gym' equipment in the leisure centre premises and have opportunities for active play inside their room. The playscheme offers children additional activities, such as trampolines with a specialist coach, ball skills and activities in the sports halls or outdoors. Children learn how their bodies work and how they need to stay hydrated when taking part in physical activities. They help themselves to drinks when they are thirsty. Children in the creche demonstrate that they too understand that they need to drink when they are thirsty; the staff help them to get their drinks and snacks when they choose. Children in the playscheme eat packed lunches provided by their parents. They sit together having sociable mealtimes and thoroughly enjoy their meal. Children independently meet their own basic personal hygiene needs and wash their hands before eating. Staff talk with children about the need to eat nutritious foods and both the playscheme and creche carry out group project works that focus on good health and hygiene. This helps children to

consider the need for good food for their health.

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

The manager has a good understanding of the Early Years Foundation Stage. She completes regular reviews of all paperwork and procedures to ensure that welfare requirements are met. For example, the manager uses staff meetings to review practice and update training, such as procedures for resuscitation. Arrangements to safeguard children within the provision are robust. Safeguarding training takes place for all staff. All playscheme staff update their knowledge by attending training before the holidays. There are clearly mapped procedures for monitoring any safeguarding concern within the provision. Staff demonstrate an understanding of their role and responsibility, with regard to referral to the appropriate authorities, when necessary. As part of the safeguarding procedures there are thorough employment, recruitment and suitability checks, which include a detailed induction and probationary period for new staff. Staff supervise children well at all times. Children are well-supervised at all times. Efficient security in the premises helps to provide a safe environment for children. Staff carry out clear risk assessments to ensure safety and minimise risk. Visitors must wear a badge that identifies them; this means that staff and parents are aware of any person not connected with the provision. As a result, the staff ensure that children are protected from harm.

The manager monitors all areas of practice. She maintains a detailed audit record to ensure that the creche and playscheme meet the Early Years Foundation Stage requirements. The manager reviews assessments kept on children to ensure that they make good progress. Frequent supervision meetings and appraisals take place which help to identify training programmes for staff. However, information gained from observations made of staff practice is not always effectively used in order to enhance staff's personal effectiveness more intensely. Detailed reflective practice is in place which includes regular evaluations obtained from parents, children, and staff. A variety of methods of providing written or electronic feedback are available to ensure that all parents may contribute towards the further development of the provision and activities planned. The methods used to reflect on practice demonstrate that the steps taken to work towards continuous improvement are good. Parents value the provision highly. They comment that the children love to attend and that they do not worry when children are in the creche. The provision offers a breakfast club to those children attending the playscheme sessions; this is as a direct result of feedback and requests for parents of children attending.

Staff speak with parents to seek information regarding any setting that children attend outside of the creche or playscheme facilities. This helps them to plan activities to complement the learning experiences within their pre-school or school. Therefore, staff promote consistent care and development for children. The staff work closely with parents for children with special educational needs and/or disabilities. Where required, risk assessments or care plans take place to ensure that staff meet children's needs. The staff work closely within any programme set by other agencies working in support of children. This supports the well-being, learning and development for all children.

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	EY285422
Local authority	Central Bedfordshire
Inspection number	848711
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	506
Name of provider	Stevenage Leisure Ltd.
Date of previous inspection	02/06/2010
Telephone number	01462 611575

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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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