

Shinewater Playscheme

Shinewater Offices, Milfoil Drive, Eastbourne, East Sussex, BN23 8ED

Inspection date	22/12/2014
Previous inspection date	24/07/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 a wide range of activities and a varied routine which keeps them engaged in interesting and enjoyable play.
- Staff promote children's independence well, helping children to make choices about what they do and understand how to keep themselves safe.
- The playscheme is well organised, with robust recruitment and management systems to promote children's safe well-being and meet the needs of families.

It is not yet outstanding because

- Minor weaknesses in staff deployment means that sometimes children's play lacks challenge and focus, and can have an impact on other children's activities.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children at play in child-initiated and adult-led activities.
- The inspector examined a range of documentation including safeguarding information and observations of children's achievements.
- The inspector gathered the views of parents.
- The inspector spoke to staff during the inspection.

Inspector

Susan McCourt

Full report

Information about the setting

Shinewater Playscheme is one of three holiday playschemes run by Eastbourne Borough Council. It registered in 2001 and operates from a sports hall, large community hall and a lounge in the Shinewater Community and Leisure Centre in Eastbourne, East Sussex. The playscheme opens five days a week during school holidays. Opening times are from 8.30am to 5.30pm. All children share access to an enclosed outdoor play area. They also have access to a neighbouring school's facilities including the playing field. The playscheme is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 302 children on roll, 25 of whom are in the early years age range. The playscheme also offers care to children aged up to 13 years. The playscheme supports children with special educational needs and/or disabilities and children who speak English as an additional language. The playscheme employs five staff, four of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- enhance children's enjoyment of activities by deploying staff to consistently promote sports' skills and purposeful play.

Inspection judgements

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

Staff have a good understanding of how to meet children's play and leisure needs in the early years age range. They provide a wide range of activities and give children choices about what to play in terms of planning for future activities as well as what to do that day. This gives children independence and choice. Children enjoy more adult-led activities too, such as whole group games and sport. This means that they enjoy a wide variety of play experiences.

Staff have good play and teaching skills. Staff plan a broad selection of activities and advertise these to parents. Staff also ask parents to provide information on their children's interests and favourite activities. In addition, staff talk with children about what they like to do. This means that staff have a good understanding of how to meet children's leisure needs and can plan effectively. Children enjoy drawing and colouring and choose from a wide variety of templates. Children also enjoy more complex craft activities where they can design cards and be more creative. Over the year, staff plan themed activities to provide further variety. For example, children make snowmen out of marshmallows in a Christmas themed week, and can plant flowers in the garden in the summer. Also staff plan for themes, such as detective week where children solve clues, investigate and

explore. This helps to sustain children's interests. Children enjoy taking part in whole group games. Children suggest ideas about games to try and are confident to explain how a game works and what the rules are. They listen to staff's instructions and share their ideas about how to play safely. This helps children to play cooperatively and makes the games enjoyable for everyone. Staff are generally alongside children as they play, chatting about what they are doing and facilitating their ideas. However, sometimes staff do not deploy themselves where children need the most support. For example, a group of children played with table tennis equipment but had no one with them to teach the skills to make a successful game. This meant that their play occasionally disrupted other children's activities and lacked purpose. Where staff did deploy themselves alongside children, play was very successful and children gained a strong sense of achievement. Staff make observations of children's play, focusing on their confidence as well as social and communication skills. This helps staff to promote children's abilities to join in and enjoy their play.

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

Staff are very effective key persons for children. They greet children on arrival and make sure they quickly settle to an activity of their choice. Staff are friendly and know the children's individual needs, as well as being familiar with their likes and dislikes. Children can keep familiar toys with them, which helps them to feel secure. Staff are attentive to children's needs and develop warm and friendly relationships. The staff provide a good play environment with plenty of space and good quality resources. Children can select from a choice of games and equipment, and also use other rooms in the building for different activities, such as the sports hall or school field. Staff organise a varied routine through the day so that children can play individually or in groups; actively or more quietly.

Children have good opportunities to learn about a healthy lifestyle. They have their individual drinks within easy reach as they play and stop for snacks and meals through the day. Staff encourage children to eat fruit at snack time, and to eat the savoury items in their packed lunch before anything else. Staff sit with children to make mealtimes an enjoyable social occasion. Children know that they need to wash their hands before eating or cooking activities, which helps to minimise the risk of cross-infection. Staff promote physical activity, such as sports games and active group games purposefully. This engages children in physical exercise. Children also benefit from activities which promote their early writing skills, such as drawing and colouring. Staff are skilled at engaging children in thinking about safety, and ask them to consider why they should not run indoors, or why it is important to let staff know when they go to the toilet. As a result, children know why certain rules are in place, and learn to manage their personal safety well.

Children are well behaved. They cooperate in games and spontaneously share the resources in other activities, helping them to develop good social skills. Children enjoy deciding what to play with their friends and are confident to ask staff for guidance when they need it. Staff are clear about the rules of acceptable play and as a result, children understand the boundaries and know what is expected of them. Children take

responsibility for their personal belongings and help to keep the equipment tidy. They enjoy choosing what to do and keep themselves engaged in play. Overall, this means they gain good skills for their future learning.

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

Managers and staff have a good understanding of how to meet the safeguarding and welfare requirements. All staff are checked as to their suitability to work with children as part of a rigorous recruitment process. Staff have training in child protection as part of their induction and early employment, and they refresh their knowledge via team meetings and updates. As a result, they know what action they must take should they have concerns about the welfare of a child. Policies and procedures give staff clear guidance about safeguarding and these policies are also available to parents. A number of staff have a paediatric first-aid qualification, which means that they can quickly respond to an emergency to safeguard a child's welfare. Managers carry out thorough risk assessments and review them regularly. Staff carry out daily checks to promote children's safety and have a good understanding of how documentation underpins children's safe well-being. For example, they record any accidents that happen in the setting and review procedures in the light of any incidents. This means they are able to make continual enhancements for children's safety.

Managers implement a broad raft of strategies which help staff to evaluate the provision. Staff meet at the beginning and end of each day to share ideas about organising activities for children. This helps them to plan effectively and make adaptations to include children's ideas and suggestions. Staff also ask parents for their ideas and comments, which are consistently positive. Staff have team meetings and in-house training to develop the provision and share good practice across all three settings. Staff have regular appraisals and supervision where they can identify their training needs, and they benefit from coaching and mentoring as they work. Such practice has a positive impact on the outcomes for children and quality of the provision. The senior managers also meet regularly to evaluate the work they do and build the service. For example, they have streamlined their systems to make it easier for parents to book children in.

Parents receive a wide range of information about the playscheme and staff talk with them about their child's day. Information is available via schools as well as the website and posted on the noticeboard. Parents comment on how happy their children are to attend, and how much they enjoy themselves. Staff work in partnership with schools and other children's services and understand how this contributes to consistent care for each child.

The Childcare Register

The requirements for the compulsory 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	EY252565
Local authority	East Sussex
Inspection number	985063
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	42
Number of children on roll	302
Name of provider	Eastbourne Borough Council
Date of previous inspection	24/07/2012
Telephone number	01323 768614

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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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