

# Hampden Park Playscheme

Brodrick Road, Eastbourne, East Sussex, BN22 9RQ

<b>Inspection date</b>	02/01/2015
Previous inspection date	07/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 are very skilled at facilitating children's play, which means that the children enjoy their leisure time.
- Children benefit from a wide range of physical activities which keeps them active and promotes their physical health.
- Children learn about keeping themselves safe and how to behave because staff consistently ask them to think through the consequences of their behaviour.

### It is not yet outstanding because

- Some equipment is stored out of sight, which means that new children are not fully aware of all the choices they have about their play.

## 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 the main play areas.
- The Inspector met with the manager to discuss safeguarding and monitoring issues.
- The inspector examined a range of documentation.
- The inspector spoke to staff during the inspection.

## Inspector

Susan McCourt

## Full report

### Information about the setting

Hampden Park Playscheme is owned by Eastbourne Borough Council. It re-registered in 2004 due to a change in management but has been operating for several years. It operates from a sports centre in a residential area of Eastbourne, East Sussex. The playscheme has access to a studio, a sports hall and two squash courts. There are two fully enclosed astroturf areas for outdoor play and there are playing fields adjacent to the playscheme. The playscheme is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 150 children on roll, 10 of whom are in the early years age group. The playscheme makes provision for children with special educational needs and/or disabilities and for those who speak English as an additional language. It is open from 9.15am until 3pm Monday to Friday during school holidays, excluding bank holidays. The playscheme employs 10 staff. Of these, seven have a relevant qualification.

### 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 opportunities to make choices and take part in planning by giving them more information about what is available.

### 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 leisure and play needs in an out-of-school provision. They provide a broad range of good quality activities which children find interesting and engaging. Staff ensure that the routine includes lots of time for children to initiate their own play ideas and use play equipment as they choose. Staff also provide adult-led activities, such as sports and active games which teach sports skills. This gives children a wide variety of play experiences which complement their learning at school.

Staff have good play and teaching skills. They are alongside children as they play and are very skilled at facilitating children's ideas. For example, staff provide a wide selection of materials for art and craft and make some suggestions about how they could be used. Staff then work closely with children to see what the children want to make and help them to achieve their plans. At the inspection, children decided what they wanted to use to make snowmen, and staff asked open questions to help children think through their designs. When children asked for help with making the face, staff asked the children to think about what a real snowman would have on their face and what they could use for their model. This meant that children made very different models using their own unique

ideas. Staff also provided a wide range of materials for children to play imaginatively. Children dressed up as different characters and used dolls and empty cardboard boxes to be a part of the story they created together. For example, children hid inside the box, or pretended it was a house. Staff are skilled at joining in with imaginative play and enriched the activity by playing at being surprised when children jumped from the box. This meant that children had great fun in their play and were highly engaged throughout the play session.

Staff encourage lots of conversation with children, asking them what they want to do, how they want to do it, and what might happen. As a result, children think carefully about their activities, which promotes their thinking skills as well as their communication and language skills. Staff encourage children to count as part of practical activities to complement their mathematical learning, and children readily write their names on art projects. This means that overall, children consolidate their learning from school.

Staff meet with parents before children start to get to know what children like to play. They use these ideas to make initial plans and then ask children each morning what they would like to add to plans. This helps children to gain independence and make their own decisions about what they do and play with. Staff observe children at play and use this information to plan further activities which will be interesting and challenging. Staff talk with parents every day to make sure they are aware of what children are playing and achieving.

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

Staff are effective key persons for children. They organise group times early each day to explain activities and talk about safety and general rules. Staff also use this time to get to know children, such as asking what they had for Christmas, and what other activities they have been doing over the holidays. This helps children to get to know each other, build friendships and feel at home. Staff use studios and sports halls in the building to create good play spaces for children. They have a wide range of play equipment which is of good quality, and arranged to ensure that children have lots of space to play. Children also use different outdoor spaces for sport games and events. The majority of play equipment is stored in a large cupboard which children cannot access, though staff can retrieve things at children's request. However, new or very young children do not know what is available as they cannot go in, which limits their ability to make informed choices about what to play.

Children have good opportunities to learn about healthy lifestyles. They have water available to drink throughout the play sessions and have snacks and meals regularly. Staff promote healthy eating by engaging children in making a tally of the fruit and vegetables they have in their lunch boxes. This helps children to think about what they are eating and if it is good for them. Children know they need to wash their hands before eating and after messy play. Children enjoy a wide range of active play indoors and outside. They play games which promote their throwing and catching skills, football skills and also enjoy using the bouncy castle or parachute games. Children learn how to play safely and remind

each other of rules. For example, they know they have to be escorted by staff to the toilet because these are in public areas of the building. They also know not to run indoors as they might slip. This helps children to learn how to manage their personal safety.

Staff involve children in remembering what the rules are and why they are in place. For example, children say they must ask for a turn with something, and share the toys and equipment. This means that children know what is expected of them. If any disputes do arise, staff are skilled at helping children reflect on what happened and what they can do about it, which builds their social skills in cooperative play. Children take responsibility for tidying away their things before snack time or going outside. They also volunteer to help staff prepare activities and show great pride in their achievements. Overall, children have good opportunities to consolidate the skills they need to help them learn.

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

Leaders and managers have a good understanding of how to meet the safeguarding and welfare requirements. All staff are checked as to their suitability before they start work and have contact with children. Staff also undergo training in child protection as part of their induction. Staff have a thorough safeguarding policy and procedure to follow should they have concerns about the welfare of a child. Staff are familiar with the policies and know that the safety of children is paramount. Staff deployment is good. The manager ensures that qualified staff are present every day, and that staff with paediatric first-aid training are deployed effectively. This promotes children's safety in case of an emergency. Staff maintain registers and other records in a professional manner which underpins children's well-being.

The manager works with senior staff to monitor the playscheme and make improvements. He frequently joins the staff in the play areas to join in and observe activities, monitoring staff deployment and the quality of play. Staff meet every day to reflect on the provision that day and adapt plans accordingly. The manager joins in with debriefing regularly and gives feedback about staff performance and the quality of what is on offer. The manager works with staff to identify areas for improvement and develops staff ideas. For example, staff suggested more dressing-up costumes and free play opportunities which are now in operation. This improves children's enjoyment of their play. The manager and staff also ask parents for their views and incorporate their ideas, such as increasing the sports opportunities. The supervisor in the playroom monitors what is happening as the session runs and makes adaptations to make sure that children are continually engaged in purposeful play. For example, she changes the play equipment if it is not being used, and talks with children to extend their ideas. The manager works with the playscheme's sister settings to share good practice and provide coaching and mentoring. This means that staff are able to make improvements for the benefit of children.

Parents receive information about the activities on offer and complete registration forms which record essential information about the children attending. Staff meet with parents to discuss children's interests and abilities so that staff can provide activities to meet

children's needs. Parents complete an annual questionnaire which gathers their views about the playscheme's strengths and any ideas for improvement. Parents are able to raise any concerns with staff or the manager at any time. Staff understand the importance of working in partnership with other professionals where children have additional needs. This helps staff to provide consistent care in support of the children who attend.

### **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

<b>Unique reference number</b>	EY252596
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	956456
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	150
<b>Name of provider</b>	Eastbourne Borough Council
<b>Date of previous inspection</b>	07/04/2009
<b>Telephone number</b>	01323 509859

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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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