

Teign Starz

Dawlish Leisure Centre, Sandy Lane, Dawlish, Devon, EX7 0AF



Inspection date

31 March 2015

Previous inspection date

6 June 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not implement the key-person system consistently to ensure that children receive the support they need. Consequently, staff do not tailor children's care to meet their individual needs, such as when settling in at the start of the session.
- Staff do not always consider children's interests and stage of development when planning activities. Therefore, children do not settle because experiences do not provide sufficient challenge to stimulate and sustain their interest.
- Staff do not work with schools and other settings that children attend to help them get to know the children well and identify how they can meet their needs effectively.
- The resources that staff set out do not always provide a good variety of challenging opportunities for children to be creative and imaginative.

It has the following strengths

- Children are generally happy and enjoy their time at the setting as staff interact well with them during their play and join in with their games.
- Staff understand how to manage risks and promote children's safety. They have a clear understanding of child protection, including knowing how to refer concerns regarding children's welfare to relevant professionals.
- Children understand the setting's rules and routines and behave well. This is because staff are consistent in their gentle reminders of the boundaries and expectations.

What the setting needs to do to improve further

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

- develop the key-person system to ensure that designated staff are fully aware of their responsibilities to ensure each child's care is tailored to meet their individual needs and build their confidence as they settle in
- improve planning to ensure that activities fully capture the interests of children and enable them to use their own ideas and engage them in stimulating play
- establish links with schools and other settings that children attend and share key information about children's care and achievements to help provide activities and experiences that reflect their interests, needs and abilities.

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

- provide a broader range of resources for children to develop their creativity and their confidence to follow their own ideas and explore different materials and textures.

Inspection activities

- The inspector observed children's self-chosen and adult-led activities in the main play areas and noted the resources available for children's use.
- The inspector held discussions with the management team, including the planning of activities, key-person arrangements and links with other settings.
- The inspector sampled documentation including self-evaluation, evidence of staff's suitability and policies and procedures.

Inspector

Sarah Madge

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children generally enjoy their time at the setting and confidently select resources to use in their play. Staff join in with their activities, such as playing football and making models using construction toys. They support children's social skills by encouraging them to play together. However, the activities that staff plan do not consistently take into account the interests and developmental needs of all children. As a result, children do not receive enough stimulation to maintain their focus and motivation. For example, staff prepared paper and card to make passports and drew a box for children to draw a picture of themselves. Although school-aged children concentrated on this for a few minutes, younger children left the activity after making some brief scribbles. Staff share information with parents about routines and inform them of children's experiences and activities. However, they do not establish links with schools and other settings that children attend to identify how they might support children more effectively and meet their individual needs, interests and abilities.

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

The key-person system is not effective because designated staff do not fully understand their responsibility to prioritise children's individual needs as they settle in. This means that some children are upset and unsettled at the beginning of the session. Nonetheless, staff form positive relationships with children and give frequent praise. This builds their confidence, which helps them to make friends at the setting and play well together. Although staff present resources at low level for children to choose from, they do not provide a broad range of equipment to challenge children's creativity and imaginative play. Staff promote healthy eating. They ensure children make suitable choices about the food they buy at the setting and encourage them to eat their savoury food before sweet food. Additionally, they provide support to parents regarding nutritional lunch box content.

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

Management do not have a robust understanding of the Early Years Foundation Stage. Nonetheless, they safeguard children well through procedures that promote children's welfare. For example, the door to the hall is secured to ensure that staff are at all times aware who is present. Staff attend training to update their skills in some areas, such as first aid. Management hold meetings following each playscheme to evaluate staff's roles and activities. They identify some areas for development. For instance, they increased resources to meet recommendations from the last inspection, but have identified they need more to promote diversity further. Staff also obtain the views of parents through questionnaires to help assess how effectively they are meeting the needs of all children.

Setting details

Unique reference number	106178
Local authority	Devon
Inspection number	835741
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	16
Number of children on roll	18
Name of provider	Teignbridge District Council
Date of previous inspection	6 June 2012
Telephone number	01626 215673

Teign Starz holiday playscheme registered in 1999. It operates from Dawlish Leisure Centre and uses part of the main sports hall, a nearby-enclosed park and the sports centre swimming pool. It opens daily during the summer and Easter holidays, and during some half-term breaks. Children attend sessions from 8am to 6pm. There are seven members of staff, of whom one holds Qualified Teacher Status; one holds a relevant childcare qualification at level 4 and four hold qualifications level 3.

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