

White Lodge Playscheme (Walton Leigh)

Walton Leigh School, Queens Road, Walton-on-Thames, Surrey, KT12 5AB



Inspection date

28 July 2015

Previous inspection date

4 August 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Management gathers comprehensive information about children's needs from parents and other professionals before the start of the school holiday. They use this information well to identify a detailed care and play plan for each child, which they regularly review and extend with input from parents.
- Children are cared for in a safe, welcoming and well-equipped environment. Staff playfully and kindly engage with children. Children look forward to attending and particularly enjoy the range of imaginative and outdoor play experiences staff provide.
- Children's health and well-being is exceptionally well supported by experienced staff. Staff successfully help children to develop new interests and skills. For children who find change difficult, this contributes hugely to preparing them for the future.
- Management has a comprehensive understanding of its safeguarding responsibilities and protects children from harm. Staff are well trained on child protection issues and risk assessment. Management implements rigorous staff recruitment and vetting procedures, and monitors staff performance effectively.

It is not yet outstanding because:

- Although management regularly observes and evaluates the impact of staff practice and planning on children, staff do not have opportunities to do the same. As a result, they do not always recognise and address minor weaknesses for themselves.
- Staff do not always make the most of opportunities to encourage children to represent and develop their own ideas in art and design. Able children are often provided with adult-prepared templates to decorate, rather than produce their own interpretations.

What the setting needs to do to improve further

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

- encourage children further to express and represent their own ideas in art and design
- provide opportunities for staff to be more involved in evaluating practice and children's experiences to improve the planning of activities further.

Inspection activities

- The inspector observed children's play, indoors and outdoors.
- The inspector completed joint observations with the nominated person and the manager.
- The inspector sought and took account of the views of parents.
- The inspector sampled a range of documentation including children's care plans, the setting's self-evaluation processes, health and safety records, and staff suitability records.

Inspector

Amanda Tyson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff use signs, spoken language, pictures and intensive one-to-one support to promote children's social, emotional and communication development. As a result, children form strong relationships with their designated member of staff and thoroughly enjoy attending. Overall, staff plan and provide a good variety of activities and resources to meet children's wide-ranging needs and to complement their home and school experiences. For example, at the inspection, children squealed with laughter when staff squirted foam over their hands and arms, and splashed bubbled water over their feet. Others were enthralled by staff's impersonations of a pirate. They were keen to make eye patches and hats to wear aboard the pretend pirate ship. Staff make the most of opportunities to support children's development through play. For example, staff helped children to see the similarities between snow and flour, and challenged them to count spoonfuls of butter while making dough.

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

Parents are provided with photographs of staff, the premises and planned activities the week before the playscheme operates. This strategy successfully helps parents prepare children for the change to their usual routine of going to school. As a result, children arrive with enthusiasm and happily separate from parents. Children have access to a superb range of indoor and outdoor play equipment to encourage muscle strength, balance and coordination. This supports children's health needs well. Non-mobile children smile broadly as they feel the wind on their faces while secured safely on the roundabout. Others are taught by staff how to manoeuvre go-karts around and to use exercise equipment safely. Staff provide children with good levels of encouragement to be independent, such as feeding themselves and managing aspects of their personal care.

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

Management has a strong understanding of the requirements of the Early Years Foundation Stage in relation to play-based provisions. They meet these well. Staff are very well supported by management to gain and develop the necessary knowledge and skills to care for children with complex disabilities. They receive specialist training on administering invasive medication, dealing with epilepsy and managing challenging behaviours. Following the last inspection, management implemented a process of self-evaluation, which it makes continuously good use of, to drive improvement. Earlier in the year they identified the need to further improve children's play experiences. Staff have since completed playwork training and this has led to improvements, such as to the provision for imaginative play and for children to experiment with water.

Setting details

Unique reference number	EY304220
Local authority	Surrey
Inspection number	827882
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	26
Number of children on roll	5
Name of provider	White Lodge Centre
Date of previous inspection	4 August 2009
Telephone number	01932 223243

White Lodge Playscheme (Walton Leigh) registered in 2005. It is one of four playschemes operated by 'White Lodge Centre' for children with special educational needs and/or disabilities. The scheme operates from Walton Leigh Secondary School, in Walton-on-Thames, Surrey. The scheme operates Monday to Friday during school holidays between 10am and 4pm. The organisation has 26 members of staff available to work at this scheme. There are four members of staff, including the manager, who have appropriate qualifications at level six and three members of staff have qualifications at level 3.

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