

Snodland (Samays) Playscheme



Holmesdale Technology College, Malling Road, SNODLAND, Kent, ME6 5HS

Inspection date 17 August 2015
Previous inspection date 26 July 2011

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

- Staff provide a welcoming and stimulating environment where children settle quickly and form good relationships with each other.
- Staff provide a good range of resources and activities to interest children. Therefore, children are motivated and engaged throughout the session.
- Children are involved in the decision making of the group and contribute to the ground rules for the play scheme. As a result, children's behaviour is excellent.
- An effective key-person system for the younger children and good staff deployment ensures that the individual needs and interests of children are met.
- The management and staff work well together and are all committed to continuous evaluation and ongoing professional development. This helps to ensure good outcomes for children.
- All policies are up to date and management follow a clear recruitment and induction process to ensure that all staff are suitable.

It is not yet outstanding because:

- Staff do not provide an effective quiet area for children to relax in. Therefore, children who wish to find a quiet place for reading or relaxing are not always able to do so.
- Staff do not always involve the children in the preparation of snacks in order to further develop children's understanding about healthy eating.

What the setting needs to do to improve further

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

- develop plans for the creation of a quiet area so that children can relax, read or look at books without interruption
- review the arrangements for snack time so that staff help further promote children's awareness of making healthy choices.

Inspection activities

- The inspector observed staff and children interacting with activities indoors and outside.
- The inspector held a meeting with the owner.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to children and parents to gain their feedback.
- The inspector looked at a range of policy documents and information for parents.

Inspector

Caroline Gibbons

Inspection findings

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

Children are confident to choose from a wide range of activities, which motivate and challenge them. They are happy and confident to talk about the activities they engage in and the fun that they have. Staff offer support to children sensitively and engage them in discussions to encourage their use of language and communication. During the inspection, children enjoyed exploring the texture of salt dough and making their own models. They made dough, enjoyed cooking the bread, and then sharing and tasting it with their friends. This, and the opportunities for investigating a range of craft materials, promotes their creativity well. Children are encouraged to use their imaginations as they use recycled materials to make pirate ships and football pitches. Outside, children take part in obstacle courses and team games that promote their physical development effectively.

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

The friendly and enthusiastic staff get to know the children well and are able to identify their individual needs. Therefore, all children display high levels of well-being. A short initial group time ensures all children, particularly those who are new, are familiar with the routines and available activities. Children contribute to daily plans, which give them a positive sense of self-esteem. Staff work closely with parents to gather and share information about their children. This helps parents to support their children at home. Children show an understanding of good hygiene practices, and develop some awareness of healthy eating as they share snacks together. Staff encourage children to be independent. This, along with interaction with friends and local teaching staff, helps prepare the younger children for their move to school.

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

The well-qualified and knowledgeable management team have a secure knowledge of the Early Years Foundation Stage. They evaluate the play scheme on a daily basis and identify ongoing changes so all children receive a positive experience. Staff work extremely well together and the owner undertakes supervision sessions. This helps to identify staff strengths and to plan for any individual training needs. Safeguarding children is very effective. The owner has updated her knowledge to a high level. All staff have a strong understanding of the procedures to follow if they have child protection concerns. This, along with regular risk assessments and emergency evacuation drills helps keep children safe.

Setting details

Unique reference number	EY408940
Local authority	Kent
Inspection number	838579
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	60
Number of children on roll	36
Name of provider	Rainbow Out of School Clubs Ltd
Date of previous inspection	26 July 2011
Telephone number	07717214041

Snodland (Samays) Playscheme is one of five settings run by Rainbow Out of School Clubs Ltd. It registered in 2010 and operates from the Holmesdale Technology College site in Snodland, Kent. It is open each weekday from 9am to 1pm, for four weeks in the summer holidays. There are six staff, four of whom hold appropriate child care qualifications, including two with Qualified Teacher Status.

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