

# Asha Playscheme

The Building Blocks Centre, Maud Avenue, Leeds, West Yorkshire, LS11 7DD



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 22 August 2017  |
| Previous inspection date | 30 October 2012 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Good           | 2        |
| Effectiveness of the leadership and management                |                         | Good           | 2        |
| Quality of teaching, learning and assessment                  |                         | Good           | 2        |
| Personal development, behaviour and welfare                   |                         | Good           | 2        |
| Outcomes for children   |                         | Not applicable |          |

## Summary of key findings for parents

### This provision is good

- Staff are very good role models and display the utmost respect for children as they join in their play. Children are very calm, kind and considerate towards each other. Their behaviour is excellent.
- Children are warmly welcomed and form strong, trusting relationships with the committed and consistent staff. These secure relationships help children to develop a good sense of belonging and effectively support their emotional well-being.
- The manager regularly consults with staff, parents and children who are fully involved in making decisions about the playscheme activities. The manager takes account of these views to constantly improve the play experiences offered to children. She is committed to providing a good-quality service for children and their parents.
- Parents speak very positively about the wide range of activities and experiences that their children take part in when attending the playscheme. Parents talk enthusiastically about the playscheme and recommend it to their family and friends.
- Staff take children on outings each week in the local community and on exciting trips to interesting places that are further away.

### It is not yet outstanding because:

- The manager does not yet identify precise professional development and training opportunities for staff to raise practice further.

## What the setting needs to do to improve further

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

- strengthen the evaluation of staff's skills to identify precise professional development and training needs to raise the quality of practice even further.

### Inspection activities

- The inspector spoke to children, parents, grandparents and staff. She held discussions with the manager at appropriate times during the inspection.
- The inspector observed children taking part in play activities indoors and outdoors.
- The inspector checked evidence of suitability of staff working in the playscheme and a range of other documentation, including safeguarding policies and procedures.
- The inspector carried out a joint observation of practice with the manager and discussed her evaluation of the playscheme.

### Inspector

Angela Sugden

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager has completed training to an advanced level in safeguarding children. Staff undertake training and understand their role in keeping children safe. They know the action to take, should they be concerned about a child's welfare or the behaviour of a colleague. The effective implementation of a range of policies and procedures supports staffs practice well. The manager works very closely with a range of other professionals. For example, she invites the local police to talk with parents and children about safety in the community. Staff benefit from regular one-to-one discussions with the manager and weekly staff meetings to help them understand their role. The manager coaches staff well during the playscheme sessions to help ensure that they support children effectively. Staff interaction and teaching is good.

### Quality of teaching, learning and assessment is good

Well-qualified staff plan and provide a wide range of stimulating play experiences that meet the individual interests and needs of all the children. Many activities are open ended so that children of different ages can access them independently and become fully involved. For example, young children persist in wrapping tape around large cardboard boxes and show a sense of achievement when they succeed in their self-chosen task. Older boys and girls work cooperatively together, sharing ideas to successfully design and build a model of a pull-along car. Staff challenge children's thinking well about the resources they use for the car lights. Boys concentrate for long periods as they create detailed and intricate artwork using lace and sequins. They receive positive praise from staff about their beautiful designs. Girls freely choose to make Eid cards for their special relatives and write caring messages inside. Staff provide a good selection of books that caters for children's different abilities in literacy. They also provide a lending library for children to borrow books to read at home.

### Personal development, behaviour and welfare are good

Staff have created a relaxed and very well-planned environment for children's play. Children of all ages are settled and happy. They show good levels of confidence and motivation, and approach their play with enthusiasm. Staff successfully occupy children throughout the session. Children describe how they enjoy attending and have a fun time. They form new and strong friendships with children of different ages. Staff provide plenty of time for children to enjoy fresh air in the enclosed garden. Young children display high levels of energy as they take part in running and catching games. Older children involve younger children in agreeing the rules of the games they play. Staff join in children's play and teach them how to keep the hoops upright when rolling them. Staff support children's physical skills effectively. Staff provide experiences that help children to learn about history and value the different cultures of other people.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY295892  |
| <b>Local authority</b>                           | Leeds   |
| <b>Inspection number</b>                         | 1059685   |
| <b>Type of provision</b>                         | Out of school provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 5 - 12  |
| <b>Total number of places</b>                    | 24  |
| <b>Number of children on roll</b>                | 1   |
| <b>Name of registered person</b>                 | Asha Neighbourhood Project  |
| <b>Registered person unique reference number</b> | RP902306  |
| <b>Date of previous inspection</b>               | 30 October 2012   |
| <b>Telephone number</b>                          | 0113 2704600  |

Asha Playscheme registered in 2004. The playscheme employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above. The play scheme is open on Tuesday, Wednesday and Thursday during school holidays apart from a week at Christmas and the spring bank holiday. Sessions are from 1pm until 3pm. Staff extend hours for planned outings.

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