

# Challengers Esher

## Playscheme



Esher Church School, Milbourne Lane, Esher, Surrey KT10 9DU

<b>Inspection date</b>	15 December 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

- Children's health and well-being needs are very well supported by skilled and dedicated staff. Staff receive specialist training, such as for recognising signs of abuse in disabled children, for administering invasive medication, moving and handling non-mobile children, and for managing challenging behaviours.
- Staff forge very strong partnerships with parents and all other professionals involved with the children. They communicate closely to ensure children receive triangulated consistent support. Parents appreciate the support staff provide them during challenging times.
- Children are exceedingly well supervised. High staff-to-child ratios are maintained.
- Staff are very playful with children. Non-mobile and non-verbal children benefit greatly from staff who engage children in intensive one-to-one interactions, using touch, eye contact and facial expressions.
- Robust staff recruitment procedures ensure children are cared for by very suitable staff. The organisation provides staff with very good professional development support.

## What the setting needs to do to improve further

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

- encourage and inspire staff to be more creative in their planning for imaginative play, and explore ways to make designated areas for non-mobile children more visually stimulating.

### Inspection activities

- The inspector observed children engaged in activities indoors and outdoors.
- The inspector held meetings with the managers.
- The inspector completed joint observations with managers.
- The inspector spoke to parents and took account of their views.

### Inspector

Amanda Tyson

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff vigilantly use risk. They take strong consideration of every child's individual needs. For example, children who lack ability to recognise danger are provided with one-to-one support. Managers are highly experienced in recognising and dealing with concerns about a child's welfare. All staff are well trained in all aspects of child protection and demonstrate secure understanding of the possible signs of abuse and neglect, and the procedure to follow if they are concerned about a child. Staff receive very good supervision, mentoring and coaching from experienced colleagues and managers. Managers make good use of self-evaluation to identify and target priorities for improvement. For example, they are currently focused on training new staff to use specialist skills and raising funds for more play equipment.

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

Staff are carefully selected to ensure their skills and experience best match the needs and interests of children they provide one-to-one support for. For example, staff trained to use sign language support non-verbal children. Energetic children enjoy making and throwing artificial snowballs at playful staff. Non-mobile and non-verbal children enjoy wonderful one-to-one moments with staff who successfully encourage their eye contact as they make sounds and actions with their mouths and face, and playfully tickle their cheeks. Children enjoy using the bouncy castle, making crafts and exploring messy play substances.

### Personal development, behaviour and welfare are good

Managers gather comprehensive information about children's individual needs from parents and the professionals involved with children's health and education from the outset. If necessary, a detailed behaviour support plan is completed in consultation with them. Children spend a good deal of time engaging in active outdoor play, such as climbing and balancing, using the mud kitchen and exploring the sensory garden. Children's individual behaviours and levels of mobility are carefully considered by managers when allocating days for children to attend. Staff are highly trained to meet their varying needs, such as for using a gastronomy feeding tube, responding to children with epilepsy and manoeuvring children using a hoist. Older children, even though their behaviour can sometimes be challenging with adults, are immensely kind and gentle towards younger and non-mobile children. Staff consistently build on these positive incidences to encourage children's social skills.

## Setting details

<b>Unique reference number</b>	EY554287
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10068478
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	4 - 10
<b>Total number of places</b>	26
<b>Number of children on roll</b>	138
<b>Name of registered person</b>	Disability Challengers
<b>Registered person unique reference number</b>	RP905373
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01483 230 930

Challengers Esher Playscheme registered in 2016. It is situated in Esher, Surrey. The provision is one of a number of playschemes run by Challengers charity for children and young people with special educational needs and/or disabilities. The provision operates on a Saturday and for five weeks Monday to Friday during the school summer holidays, between 9.30am and 4pm. There are currently 38 members of staff employed who work a variety of sessions. The organisation also has volunteer staff.

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.

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