

Shrubberies Summer Playscheme



The Shrubberies School, Oldends Lane, Stonehouse, Gloucestershire GL10 2DG

Inspection date	6 August 2019
Previous inspection date	28 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- The holiday playscheme provides children with a wide variety of resources, including the use of a swimming pool, forest school, soft play, outdoor play and a sensory room. Children make independent choices to play in the different areas in accordance with how they are feeling.
- The manager has a strong overview of all the activities taking place throughout the day. She organises the activities and manages the routines of the day well. She provides staff with the support they require to meet the needs of all the children present.
- The manager and staff are vigilant about safety. Effective staff deployment helps to ensure children are supervised well at all times. Staff keep children safe as they play. For example, when a child climbs on a chair, a member of staff immediately notices and asks the child to get down.
- The holiday playscheme manager and staff also work with the children during term time. This gives them a good understanding of the complex needs that the children have, and they use this knowledge to provide children with a safe and enjoyable environment.
- Staff support children's emotional well-being fully. The manager gives careful consideration to the children's needs and implements procedures so that they feel safe in the environment. For example, all unfamiliar adults must wear a visitor's badge. Children have learned that adults wearing a badge are visitors.
- Some parents do not feel very well informed about the activities that their children take part in during the day.
- The key-person system is not yet fully embedded, as some parents are not aware of their child's named key person.

What the setting needs to do to improve further

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

- improve the procedures for sharing information with parents so that all parents are consistently and fully informed about their child's day
- improve the key-person system so that all parents have a clear understanding of who is their child's named key person.

Inspection activities

- The inspector observed the children participating in activities and spoke with the manager, staff and children during the inspection.
- The inspector sampled a range of documentation, including information about staff suitability and training.
- The inspector spoke to parents to gain their feedback.
- The inspector discussed how the setting is led and managed with the nominated individual and the manager of the setting.

Inspector
Champa Miah

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The school and playscheme work exceptionally closely together. They implement suitable systems to ensure children are safeguarded, and all staff have a good understanding of the procedures to follow if they have concerns about a child. The manager and staff benefit from regular safeguarding training to ensure their knowledge and understanding is up to date. The playscheme manager uses effective systems to identify areas for improvement and takes swift action to make changes. For example, through staff feedback, she has identified that fewer children and adults in the swimming pool will benefit the children. Therefore, she is taking steps to organise pool times to accommodate this. She has a strong ambition for children to receive a good standard of care and for them to enjoy their time at the setting. The manager works closely with other professionals, such as the headteacher and the family liaison officer, to ensure the care and experiences staff provide are tailored to meet the individual needs of all children. For example, she obtains important, relevant and up-to-date information about the children during term time, to ensure children's physical and emotional needs are met during the holiday playscheme.

Quality of teaching, learning and assessment is good

Staff know the children well and plan the daily routines to engage and support them. For example, children who enjoy colouring have a colouring activity set up for them in the morning. When they first arrive, they take part in this activity which helps them to settle quickly. Staff have a good understanding of children's individual needs and consider these well when interacting with them. This is evident when they allow the children the time and space that they need, responding to them in an individual manner. When children do not wish to engage in an activity, this is recognised by staff and children are provided with alternative choices. Staff build on the progress children make in school by maintaining the routines that children are used to. For example, the snack and lunchtime routine is maintained so that children who have learned not to throw unwanted food continue with the good progress they have made.

Personal development, behaviour and welfare are good

Children show good levels of confidence as they settle well on arrival. They are confident to approach unfamiliar adults and show they feel safe in the environment. Children make choices in their play and when they are deciding what to eat for snack. Staff treat children respectfully and give them the time they need to develop their independence and transition to different activities. Staff support children well using different communication aids, such as picture cards and electronic tablets. For example, children are shown a picture of soft play to help them understand that they need to walk to the soft-play area. Children who are non-verbal skilfully use the electronic tablets to express what they would like to do next. Staff respond positively when they see a child do something well, for example, children are praised when they display good behaviour. Children learn to manage their feelings and staff recognise appropriately when intervention is required. Parents comment positively about the enjoyment their children express about attending the holiday playscheme.

Setting details

Unique reference number	101547
Local authority	Gloucestershire
Inspection number	10112955
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 - 9
Total number of places	30
Number of children on roll	23
Name of registered person	Shrubberies Summer Playscheme Committee
Registered person unique reference number	RP522058
Date of previous inspection	28 July 2016
Telephone number	01453 822155

Shrubberies Summer Playscheme registered in 1996. It operates from The Shrubberies School in Stonehouse, near Stroud. The setting supports children with special educational needs. The setting is open to all children in the local area wishing to attend. However, most children on roll are pupils who attend The Shrubberies School. The setting is open for a total of three weeks during the school summer holidays, from 10am to 3pm. Children aged five to 11 years attend on Tuesday and Thursday while children over 11 years attend Monday, Wednesday and Friday. There are 17 staff who work with the children, including the manager. One member of staff holds qualified teacher status, while five hold childcare qualifications at level 3 and five hold childcare qualifications at level 2.

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