

Inspection of Midland Mencap Playscheme

The Enterprise Hub, Bottetourt Road, Birmingham B29 5TE

Inspection date:

9 July 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

The setting is wholly inclusive and accessible for all children and young people. On arrival, they receive a big welcome. Children have assigned key persons for the session. They place their picture alongside their key-person's picture. This supports them to understand who will be caring for them.

Children have full control of where they wish to play and what they want to play with. Their routine is extremely flexible and adapted to meet their unique needs. Children rub their tummy. Staff use sign language to clarify the child is hungry. They incorporate a mid-morning lunch into the routine. Children are cared for by highly experienced and passionate staff, who know all children very well. Staff listen to children and respond to their body language and gestures. Where possible, children are supported to recognise their own needs before staff assist. For example, staff ask children if they need help. They encourage children to identify when they need the toilet.

Children move freely and express themselves. For example, they dance to Panjabi music. They hop on one leg with their hands on their hips as they smile. Staff praise children for all levels of involvement and encourage them to notice what peers are doing. This introduces an awareness of other children in the group. Children benefit from sensitive staff, who always make good eye contact with them. Staff ask children questions to understand how they are feeling.

What does the early years setting do well and what does it need to do better?

- Staff support children to settle well. In partnership with parents and other professionals, leaders build a vigorous care plan for children to ensure their individual needs are known. They focus objectives on achieving stability for children. Staff see care plans seen as 'live' documents. They adapt and change as children develop.
- Staff learn about children's experiences at home and school. This helps to plan which areas children will benefit from exploring. For example, staff are mindful that the sensory area can support children's well-being and relax them. This area will benefit children if they have had a particularly challenging morning.
- Parents are thankful for the support the staff give them and their children. They say, 'It is a massive lifeline'.
- Staff are passionate about seeking an equal and diverse society for all children to be a part of. They encourage children to attend trips outside of the setting. Staff are extremely respectful of children's needs. They see them as unique individuals. Therefore, children's experiences are tailored to suit them. Staff introduce themes into the environment to reflect on what is currently happening

in the community. For example, children explore the celebrations of Eid through music and art.

- Staff provide children with a rich environment, which supports their physical and emotional needs, alongside their interests. For example, children who explore their surroundings through taste, benefit from planned activities which use edible ingredients. This supports their characteristics and how they learn.
- Leaders and staff work extremely well together. At times, children's behaviour can be unpredictable. Therefore, staff are proactive. They respond to any changes in the setting's 'atmosphere,' and they move to support each other. Staff are extremely mindful of potential risks when children play. For example, they place their hand on the table to protect children's heads should they fall.
- Staff benefit from taking part in daily briefings. Together, they discuss children and agree strategies to strengthen the routine and their practice. Children's views feed into the daily planning as staff evaluate those activities which particularly ignite children's interests and heighten their involvement. Information collated during the evening briefings have a positive impact on children's experiences when they attend the next session.
- Leaders are extremely reflective; they evaluate their service and strive for continuous improvement. They identify the setting's strengths and areas for improvement, and what the main priority areas are. Staff say they feel extremely supported by leaders, who ensure they are equipped to support all children who attend.
- Despite the two-month delay, Ofsted have now been informed of the organisation's new nominated individual. The nominated individual is currently undertaking suitability checks with Ofsted. However, the organisation themselves deem the nominated individual as competent to be held responsible for all matters relating to the setting's registration, including their suitability to work with children.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive specific training to safeguard children with special educational needs and/or disabilities. Leaders and staff have a good understanding of different types of abuse and key indicators for concern, including behavioural indicators for those children who are non-verbal. They are knowledgeable about child protection and safeguarding issues, including female genital mutilation and radicalisation and extremism. Staff have a secure understanding of the correct procedures to follow should they have concerns about a child's welfare. They are confident to whistle-blow should they have concerns about another staff member. Leaders have robust procedures in place for documenting and monitoring concerns, including child absences.

Setting details

Unique reference number	509308
Local authority	Birmingham
Inspection number	10143303
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 at time of inspection	5 to 19
Total number of places	12
Number of children on roll	95
Name of registered person	Midland Mencap
Registered person unique reference number	RP902123
Telephone number	0121 256 1500
Date of previous inspection	14 July 2014

Information about this early years setting

Midland Mencap Playscheme registered in 1993. The group is open every Saturday from 10am to 3.30pm and is available 40 weekend sessions per year, plus 12 holiday sessions which are spread over the school holidays. The group also opens for some Sundays. The setting supports children with special educational needs and/or disabilities. The provider employs 30 staff, the majority of whom hold full and relevant qualifications at level 3 and above, including 13 staff who hold relevant qualifications at level 6.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the deputy director of operations and has taken that into account in their evaluation.
- The deputy director of operations, children and young person coordinator and the inspector completed a tour of the premises.
- The inspector observed the interactions between staff and children throughout the session and evaluated the impact on children's experiences.
- The inspector held discussions with leaders, staff, and children at appropriate times during the inspection. The views of parents were considered by the inspector, through verbal discussions.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children, safeguarding policies and monitoring documents.

We carried out this inspection 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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