

Inspection of Challengers Eastleigh Playscheme

Chandlers Ford Infant School, Kings Road, Chandlers Ford, Eastleigh, Hampshire
SO53 2EY

Inspection date:

17 September 2022

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

**This
inspection**

Not met (with actions)

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision does not meet requirements

Weaknesses in staff's safeguarding knowledge mean that children's safety and well-being are put at risk. Staff do not understand their responsibilities to help keep children safe.

Staff provide an environment that is accessible and welcoming. All children are excited when they arrive and receive a warm welcome from the staff. Children have assigned key persons for the session who spend time settling them and asking them questions to understand how they are feeling.

Children have access to enjoyable activities and toys, indoors and outdoors. They flow between the two areas with a member of staff supporting them. The routine is extremely flexible and adapted to meet the children's unique needs. Staff use symbols and sign language to support the children to communicate. For example, staff use sign language to ask the children if they need the toilet. The staff promote children's independence and encourage them to help themselves to their drinks.

Children benefit from healthy lifestyle practices, such as washing their hands before eating. All children enjoy outdoor experiences in the enclosed garden area. They benefit from fresh air and enjoy being physically active. For instance, children have fun running and using the activity trail in the garden.

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

- The leader has a good level of safeguarding knowledge. However, staff lack knowledge and understanding of their safeguarding responsibilities. Although leaders and managers provide some training for staff, they do not make sure this training has been effective at improving staff's knowledge. For example, all staff have had safeguarding training, but some do not know how to identify signs that a child may be at risk, including from extreme views. Furthermore, staff have a poor understanding of what to do if they have concerns about staff behaviour. This compromises children's welfare.
- Staff provide activities that meet the children's individual needs and interests. For example, children enjoy dressing up and feeling the different materials. This supports children's sensory development.
- Staff learn about children's experiences at home and school. This helps to plan which areas they will benefit from exploring. For example, staff are mindful that the soft-play area support's children's sensory needs and provides them with an area of relaxation.
- Parents are thankful for the playscheme and explain how it supports the whole

family. They praise staff's communication and report how their children are excited to attend.

- Interactions between staff and children are consistently good. For instance, staff recognise when children become distressed and know how to settle them. Staff provide children with an exciting learning environment, which supports their physical and emotional needs, alongside their interests. For example, children enjoyed flicking paint and shaving foam on targets in the forest.
- New staff are provided with an induction before they become a key person. The leader provides staff with regular supervisions. Staff feel that the leader supports their well-being. They are provided with training that supports them to meet the individual needs of the children attending. For instance, staff have training on administering medication.
- Staff benefit from taking part in daily briefings. Together, they discuss the children attending, who will be the key person to each child and the plan for the session. This enables staff to provide support for the children with a clear routine and effective communication.
- The leader is very reflective and evaluates the service, striving to continually improve the service they offer the children. The team identify the setting's strengths and areas of improvement and what the main priority areas are.
- Staff manage children's behaviour and individual needs effectively and safely. They ensure that all children feel safe and secure and focus on positive behaviours. Staff spend time talking to children, listening to them and encouraging them to express how they feel. This helps strengthen children's personal, social and emotional development.

Safeguarding

The arrangements for safeguarding are not effective.

Staff fail to safeguard children, putting children's welfare at risk. They know how to escalate concerns within the company, such as reporting these to the designated safeguarding leads. However, they lack an understanding of external procedures should they need to directly refer concerns about a member of staff to outside agencies. Although leaders have implemented safeguarding policies and procedures, they have failed to ensure staff understand and implement these. As a result, there are weaknesses in staff's knowledge and understanding of effective safeguarding practice and procedures. Leaders follow appropriate recruitment processes. They check staff's suitability to work with children, such as completing Disclosure and Barring Service checks.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | |
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| | Due date |
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| ensure that all staff have the knowledge and understanding they need to recognise when children may be at risk and to know what action to take if there are any concerns about children's welfare, or in the event of concerns or allegations. | 03/10/2022 |
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Setting details

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| Unique reference number | 2577314 |
| Local authority | Hampshire |
| Inspection number | 10239354 |
| 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 13 |
| Total number of places | 12 |
| Number of children on roll | 38 |
| Name of registered person | Disability Challengers |
| Registered person unique reference number | RP905373 |
| Telephone number | 07815 553212 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Challengers Eastleigh Playscheme registered in 2020. They operate from Chandlers Ford Infant School, in Chandlers Ford. The playscheme is for children aged between four- and 13-years-old with special educational needs and/or disabilities (SEND), and children who do not have SEND. It is open during term time on one Saturday a month, 10am to 4pm. They also run Easter and summer holiday sessions.

Information about this inspection

Inspector

Nicole Atkinson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The leader joined the inspector on a learning walk and talked to the inspector about how the provision is organised to meet children's needs and promote their enjoyment.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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