

# Barnardos Summer Playscheme 2001

Inspection report for early years provision

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<b>Unique reference number</b>	502502
<b>Inspection date</b>	27/05/2009
<b>Inspector</b>	Stephen Andrew Blake
<b>Setting address</b>	The Bowls Club Wigton Park, Park Road, Wigton, Cumbria, CA7 9RD
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Barnados Summer Play Scheme was established in 2001 and operates from the bowling club within Wigton park. The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. Children have access to the main hall. The nearby public toilets are used by children attending the play scheme. Children have access to the surrounding park areas although these are not part of the registered premises. A maximum of 26 children may attend the setting at any one time. Barnados Summer Play scheme is open for two sessions per day on Tuesday and Wednesdays during school holidays.

Barnados Summer Play Scheme has not yet entered into partnership arrangements with local schools. There are currently 13 children on roll and of these, four are within the early years age range. The club serves children from the immediate areas and supports children with learning difficulties and disabilities.

Barnados Summer Play Scheme is one of several early years provisions owned and managed by Barnados and employs a total of four staff. An additional team of up to six volunteers also work at the setting. Of the four staff employed to work with children, two staff hold appropriate early years qualifications to at least level two.

## Overall effectiveness of the early years provision

The overall quality of the provision is satisfactory. Staff have an appropriate understanding of safeguarding procedures and generally implement written risk assessments effectively. Policies and procedures are generally well-written although the procedure for recording the administration of medication needs to be reviewed. Staff have an appropriate awareness of each child's individual needs but have not fully implemented a key person system. They have established a basic system of planning but have not developed their systems for observation and assessment of children's learning. Staff have a positive approach to inclusion and have established effective partnerships with parents to ensure the needs of children with learning difficulties and disabilities are effectively met. Regular self-evaluation ensures that the nursery has a satisfactory capacity to maintain continuous improvement and ensure that any priorities for future development are promptly identified and acted on.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the system of assessment to ensure that observations are matched to the expectations of the early learning goals
- review the key person system to ensure continuity of children's care at all times
- ensure that all documents relating to the administration of medication clearly record the prior written permission for each and every medicine from parents

- before any medication is given
- ensure there is at least one toilet and one hand wash basin for every 10 children over the age of two. With regard to the inoperative male toilet.

## **The leadership and management of the early years provision**

Staff are appropriately qualified and generally understand children's individual needs effectively. They have implemented a key person system for when children are outdoors but this system does not apply at other times and therefore this impacts upon the continuity of children's care. Staff implement generally effective written risk assessments to safeguard children on the premises. However, although staff have identified that one male toilet is inoperative it has not been repaired. Staff promote inclusion effectively, for example, by organising the available space to ensure that each child is fully included according to their ability and stage of development.

The setting's policies and procedures necessary to safeguard children's welfare are appropriately written and accessible to staff and parents. Documentation relating to children's individual needs is generally well-maintained. However, the system for recording the agreement with parents for the administration of medication is not robust. Staff have established an effective partnership with parents. Regular verbal communication as well as written policies and record keeping, ensure there is a satisfactory exchange of information. The setting is a holiday play scheme and therefore staff have not established links with other childcare and education providers.

Staff have an appropriate understanding of the setting's strengths and weaknesses and have established systems to monitor and improve their practice. For example, staff have identified training they wish to attend in order to further improve the care, learning and play opportunities for children attending the holiday play scheme.

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

Children are settled and enjoy their time at the play scheme. Staff have created a calm, welcoming environment and provide children with appropriate and sensitive support. Children are provided with a range of opportunities to help them make satisfactory progress across all areas of learning and development, for example, by participating in craft and construction activities, planting seeds and using a range of equipment in the surrounding outdoor areas to support their physical and creative development. Children are learning to become involved in their local community and socialise with other children as they use the local park. Staff have established a basic system of planning to provide a balance of adult-led and child-initiated activities that is flexible and responds to children's interests and ideas. Staff gather information about children's individual care needs by talking with parents and record this information appropriately. They observe children's participation and interaction at the holiday play scheme but do not have a system for matching their observations to the expectations of the early learning goals. The

scheme operates for two hours per session during occasional school holidays and therefore staff have not established a system for sharing information about children's welfare with those who teach the children elsewhere, for example, at nearby primary schools.

The learning environment is conducive to children's learning and development. For example, staff have effectively organised the main play room according to children's ages and stages of development. They provide children with an appropriate choice of accessible and stimulating activities within different areas of the main room. This works flexibly and children move between areas according to individual needs and interests. Children enjoy working and playing together, for example, during a board game and this promotes their personal, social and emotional development. Staff support children's learning appropriately by asking questions relating to their choice of activity or by engaging in conversation with them during a snack.

Children understand how to keep themselves safe from harm by participating in a fire evacuation practise and listening to staff talk about how to stay safe when using the nearby park or public toilets. Staff have established appropriate systems to help children stay healthy, for example, with regard to keeping the environment clean, implementing procedures to avoid cross-infection and explaining the importance of hand washing to children. Children are independent in their self care skills. Staff provide children with a healthy snack menu and display this for parents. Children are developing skills that will contribute to their future economic well-being. For example, as they learn to plant sunflower and watercress seeds or use the computer games. Staff have a clear understanding of child protection and implement written policies effectively.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met