

Hop Skip And Jump

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Hop Skip and Jump holiday playscheme has been registered since 2003. It is located in the grounds of St Peters Hospital in Chertsey and is linked with First Steps Day Nursery. It gives priority to children of staff employed at the hospital.

The premises used by the playscheme are purpose built. There are designated quiet rooms, with a large room available for group activities. Children have access to a secure outdoor play area. The playscheme is registered to care for a maximum of 30 children aged four to eight years at any one time and currently has 106 children on the mailing list. There were 24 children present on the day of inspection, including three in the early years age range. Opening times are from 8.00am to 6.00pm, Mondays to Fridays during school holidays. The playscheme currently supports children who have special educational needs and/or disabilities and those with English as an additional language. The playscheme is registered on the Early Years Register and both parts of the Childcare Register.

The playscheme employs three members or staff or more, depending on the number of children attending, all of whom hold a relevant playscheme or early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playscheme provides good care for children, giving them the time and space to develop their own challenges and pursue their ideas. The playscheme places a high value on children being able to be independent in the setting and staff know the children very well, which ensures their needs are ably met. The playscheme is well planned and organised, although the outdoor area requires development. The manager has a good understanding of where the playscheme needs enhancement and has the support of a robust and reliable employer in achieving these goals, therefore the capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- develop the outdoor area to increase the play opportunities for children and create an inviting place to play.

The effectiveness of leadership and management of the early years provision

Children are very well safeguarded because the systems, policies and procedures are very robust. The suitability of all staff is checked before employment commences and all staff update their child protection training every year. All staff understand the reporting procedures should they ever have a concern about the welfare of a child. Policies are reviewed and updated systematically and meet the requirements. The risk assessment is carried out by a Health and Safety Officer and is very thorough. Staff also have a daily checklist to ensure the setting is always safe before children arrive and any issues are quickly resolved. The playscheme's manager has strong support from her employers to access training and resources and is ambitious to develop the playscheme and further improve the outcomes for children. The playscheme aims are rooted in the United Nations Convention on the Rights of the Child and they are effectively used to underpin the ethos, which is that children have a right to play and be highly valued. The manager has an excellent grasp of the strengths and weaknesses of the setting and has successfully addressed the recommendations from the previous inspection. She works with the staff and children to ensure that they have ownership of any new development.

Staff have a good knowledge of children's backgrounds and mark different festivals in consultation with people from that culture, to ensure they are giving all children an authentic experience. There is an established culture of respect in the group which is evident in how the children treat each other, and staff talk knowledgeably with children when they raise issues such as homelessness, helping children to understand the world they live in. Staff work with outside agencies where appropriate to support children's additional needs and are building the links with different schools children attend. Staff work closely with parents to give them information about activities and plans. Policies and procedures are available at the door and there are numerous posters to give up to date information about complaints and registration. Staff give a verbal feedback about the child's day to parents and carers, and it is clear that parents value the playscheme as much as the children. Resources are used very effectively indoors and children have easy access to a wide variety of play equipment, board games and activities. Staff deploy themselves well to give children support and a friendly guide and, as all staff are qualified for their role, they are skilled at bringing out the best in children's play. This enhances learning while still being fun.

The quality and standards of the early years provision and outcomes for children

Children can be very independent in this setting as the rooms are laid out to ensure that they can easily access a wide variety of play materials at any time. Staff have used the smaller rooms effectively by dedicating them to small world, art and quiet play, which gives children time and space to really create their own play with minimum disturbance. The main room has been organised to provide a

good variety of other play experiences, with a central space that can be used for large group, planned activities such as cooking. Staff have a good knowledge of the Early Years Foundation Stage and use the principles well to ensure that children spend their leisure time in constructive and child initiated play. Children play a major role in planning and staff work well to incorporate their new ideas as soon as it is practical. Staff also involve children in the decision making, so that if an idea cannot be enacted, the children are clear why this is. The outdoor area is large and suitable for ball games and physical play, which is supported by a good range of bikes and other ride-ons. Children set their own physical challenges as they learn to roller skate and use stilts, but their outdoor play is limited by the fact the full curriculum is not available out of doors.

Children have a good understanding of how to keep themselves safe. For example, they wear hats when playing outside and use safety equipment such as helmets and knee pads without adult prompting. Children are quick to respond to fire drills, and learn about other aspects of safety such as not talking to strangers. They are clearly very comfortable and secure in the setting, which reflects the staff approach that this is their playscheme. Children have good opportunities to take care of their personal hygiene and understand the importance of washing their hands before cooking and eating. When it is hot, they help themselves to water frequently, and immediately put their used cups in the designated bowl which minimises the potential for cross-infection. Parents provide healthy lunches and children do not need prompting to eat the savoury items first.

Children are constructively engaged in play at all times and really enjoy their time at the setting. The atmosphere is very relaxed and friendly. Children make and use their own playdough, which is coloured and scented to add interest and stimulate conversation. They move freely between the play areas to pursue what interests them, and persist in learning new skills such as using skates. Children have excellent access to a range of technology in the imaginative play area and in using the computer, and their use of personal hand held computer games is limited to ensure their play is varied through the day. Children take part in setting the group's rules and it is very clear that they know what is expected of them. Behaviour is very good, and children cooperate well with each other and understand that everyone has the right to play. For example, children riding bikes avoid the area where others are using stilts and skates. They are also very sensitive to each other's needs and quickly ask for adult help when searching for a lost favourite toy. The skills they build in cooperation, persistence and independence give them good skills for the future.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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