

Shrubberies Summer Playscheme

Inspection report for early years provision

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Inspector Jan Moutter

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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

The Shrubberies Summer Play scheme is run by the Parent Teacher Association (PTA) that operates from The Shrubberies School in Stonehouse, near Stroud. The play scheme uses the school building and all its amenities, that is classrooms, soft play area, use of the sensory room, playground and field.

The play scheme has been registered since 1996 and may provide care for 30 children from the ages of four to eight years. The group takes children up to the age of 19 years of age. There are currently 24 children under eight and a total of 67 children on the roll. The play scheme is open for a total of 12 days during the summer holidays from 10.00 until 15.00. The play scheme is open to all children in the local area wishing to attend, however, the most of the children are pupils who attend Shrubberies school.

There is a team of 19 staff and ten volunteers who work with the children, this includes the manager. Three of the staff primarily support specific children and co-ordinate the additional staff and volunteers each session. There are five volunteers who help care for the children plus additional support from young people who have offered support all have been through a rigorous health and safe induction. Staff qualifications include BA Hons Degree in Education Studies, BTEC, NVQ 3, City and Guilds qualifications in child care.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Shrubberies Summer Playscheme makes outstanding provision for its children and supports their families. The work of the playscheme challenges learning at a level that supports the vulnerable and yet challenges the more able. Safeguarding is paramount in all planning, policy development and staff training to ensure children are safe and well cared for at all times. The children are given time to develop highly effective communication and problem solving skills; building up self-esteem, social skills and appropriate manners. A team of dedicated staff and volunteers stimulate children's imagination through a lively and creative curriculum in almost all areas. The excellent policies, management committee, and the manager has completed an accurate self-evaluation show an extremely strong capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- consider involving children as well as parents in the self-evaluation of the

playscheme to demonstrate that a wide range of views have been listened to and how much everyone values what the people of the playscheme does to consistently provide safe and fun learning opportunities for all

- continue to plan a rich and varied environment to support children's learning and development with further consideration of recording achievements observed in all six areas of learning and in a way which can be easily shared across agencies.

The effectiveness of leadership and management of the early years provision

Safeguarding is outstanding. Criminal record checks and vetting are in place. They ensure all staff are suitable to work at the setting. Highly effective induction of all staff and training ensures that children are effectively safeguarded because staff have a good knowledge and understanding of child protection issues and reporting procedures within the setting. Well-established systems for collecting children, agreed with parents/carers, are carefully monitored. A register is maintained and all notes relating to a child's special need e.g. food, medications are kept strictly confidential. Staff are vigilant in ensuring children are safe on the premises. Designated staff monitor the entrance throughout the session and thorough procedures at collection times ensure that staff are well informed as to who is collecting each child and when they leave the premises. On the day of inspection building work was taking place and to provide 'eyes and ears' to support the manager, the invaluable designated member of staff ensured all children were safe and secure and enjoying themselves. The impact on the children of the diggers and trucks was one of great interest and wonder as they got used to the noise made and watched the construction of new classroom grow. All required records are well maintained and shared with parents. All members of staff at the setting are trained in paediatric first aid; accidents and the administering of medication are dealt with and recorded appropriately, and written consents are in place. Recommendations from the last inspection have been addressed fully and policies and procedures, including records kept of all visitors and the complaints procedure, are made available to parents. The provision demonstrates a proactive capacity for continuous improvement.

Most of the staff work at the school, which is for children with special educational need and/or disabilities. During the school summer holiday, the playscheme offers parents continuity of care while giving them a chance to spend some quality time with other children in the family. The Shrubberies Summer Playscheme have expanded to offer opportunities for all children in the locality to be included as part of the playscheme. The school and Parent Teachers Association (PTA) work closely together to ensure that support is given and good practice is pooled. This is why this relatively well established playscheme has been able to adopt the best practice from the other professionals and review and make appropriate policies and procedures that meet the requirements of this setting. An active manager involves as many of the parents and carers as possible, to recruit volunteers this means that they work as a team to support families in the community and care for their children. Parents have confidence in the playscheme because as they expressed; 'Great for my child giving him structure during the six weeks holiday break', and

'Please keep playscheme if gives continuity and allow me to spend quality time with my older child'. 'It gives them a chance to relax and 'chill''. Parents are very keen to heap praise on the dedicated and well-qualified staff. All the staff are enthusiastic and are prepared to develop their skills and all seek to build on their present Early Years Professional Status and level 3 qualifications. Highly effective play leaders in each base room and excellent quality resources inspire children's learning. However, as a playscheme the effective monitoring of individual children's progress is not recorded formally, and therefore does not ensure all steps in progress are recorded against the criteria of the Early Years Foundation stage framework. This record while not a requirement for Out of School Care, is considered good practice and can easily be shared across other agencies. This impact on the children is minimal, as their achievements are feedback to the parents when they collect their children.

Staff rotas ensure responsibilities for welfare and hygiene are clear and the setting is maintained at high standards of cleanliness and hygiene. Excellent attention to equality of opportunity is central to the playscheme's ethos. For example many colourful displays are have Makaton and widget sign languages to help the children. Children who have special educational needs have equal access and thoroughly enjoy their time at summer playscheme because the staff ensure the activities on offer match their needs. Each child is seen as unique and the link to their key-person gives a special person for them or their parents and carers can confide in. Continual review of policy development reflects the importance of inclusion. The setting is free from any discrimination and harassment, all records are well maintained and parents and carers are kept well informed of any incidents. However, self-evaluation is in hard-copy notes format prepared by the manager and does not fully include all involved in the holiday playscheme. The summer playscheme, as it is only operational for a short period of time each year. Although, the manager explained that they have questionnaires from parents, and the views of the friends of the playscheme, such as the school, whose building and resources the playscheme shares. The Self Evaluation Form document does not reflect a range of views, but, it does give clarity to future areas for development.

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

Lively and inquisitive children are aware and respond to visitors to the setting some approach while others can get upset, but at all times adults are there to support and guide each child. Children tackle the widest range of activities with determination. The setting fires up their imagination as the structure of the school curriculum is relaxed. They can learning to play and take turns as they access the 'Wii tennis', or extend their school water theme by working the hand held lever action water sprays, making lots and lots of bubbles and painting the board with water outside in the sun. They build one minute and move to the dolls house small world people the next - variety drives learning. The challenge is calm and relaxing and children thrive in the stimulating atmosphere of the sensory room or the soft-play room or outside in the 'pen', or garden and love the wide range of activities they follow. Children are learning to play together. The setting actively promotes

equality and diversity and tackles any unfair discrimination, children observe role modelling of fair and equal treatment between all children and adults. Parents and carers value and the children benefit from the well trained and committed staff. Children and their parents' are confident in their key-person as that is the play worker with the most detailed knowledge of their child. Children make use of the wide range of resources and show good achievements such as learning to speak or using signing to be understood or walking unaided with a frame. The skilled staff member uses many problems solving words to extend the child's vocabulary.

Progress is spotlighted by an informative collection at the end of the child's time at Summer Playscheme this goes some way to track progress. Staff including volunteers give parents and carers a clear idea of learning in action. Annotation by teachers at school emphasise particular aspects of development linked to the areas of learning in the Early Years Foundation Stage, however, this does not take place at playscheme. Children are happy and confident. They feel safe because there is great trust between them and their key person. Exploration and investigation in the outdoor area creates independence and confidence. However, while they do not formally reflect all six areas of learning, the continuation from school is an area the staff want to extend.

Good table manners, and emerging social skills are enjoyed by children at snack time. The children have an excellent card system and each child chooses what they would like to eat, such as a banana, and segment of orange. Depending on their appropriate level of age and ability, they swap these cards for the real thing. One child is given a turn plus clear instructions on how to serve the other children. The adults sit with the children and chat together on their tables. It is an outstanding learning opportunity for socialising. This is taken full advantage of by the staff and is part of their excellent planning. They make healthy food choices and know how exercise keeps them fit. Older children take responsibility for clearing up and putting their plates away at the end of snack time and look forward to stretching their legs on the numerous scooters and wheel vehicles outside. The many role-play activities help prepare children well for their future in society. Staff immediately praise this initiative and extend these actions. Children make good relationships with peers and adults and develop their self-esteem.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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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