

# Skoolz Out

Inspection report for early years provision

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<b>Unique reference number</b>	EY441517
<b>Inspection date</b>	14/08/2012
<b>Inspector</b>	Cathy Hill
<b>Setting address</b>	Kenyngton Manor, Beechwood Avenue, SUNBURY-ON-THAMES, Middlesex, TW16 7QL
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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

Skoolz Out holiday play scheme re-registered under new ownership in 2012. It operates from Kenyngton Manor School, Sunbury, in the London Borough of Hounslow. Children have access to the hall and various other rooms in the school. They share access to a secure, enclosed, outdoor, play area. The play scheme welcomes families from the local community and further afield. It is open each weekday during school holidays from 8.30am to 6pm. Skoolz Out is registered on the Early Years Register and on the compulsory part of the Childcare Register. It is registered to care for a maximum of 100 children under the age of eight years at any one time, of whom none may be under three years old. The number of children who attend on a daily basis varies. There are currently 10 children on roll in the early years age range. The play scheme is staffed according to the number of children present. There are four full-time members of staff and, of these, two have level 3 qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff work together to provide children with a relaxing and welcoming environment in which they can play and enjoy their holiday time. Children are happy and have equal daily access to activities and resources, although these are limited in variety. Staff are cheerful and friendly as they suitably meet children's needs and recruitment procedures are in place to assess their suitability. These procedures, however, are not rigorous and robust and not all required information is consistently maintained in play scheme documentation regarding children's daily attendance. Since registration some improvements have been made to play scheme practice for both staff and children indicating satisfactory capacity to improve.

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

To meet the specific requirements of the EYFS, the registered person must:

- maintain the daily record of the names of the children looked after on the premises with detail of their hours of attendance. (Documentation) (also applies to the compulsory part of the Childcare Register) 28/08/2012

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

- improve recruitment and suitability procedures by extending the range of criteria used to make decisions on suitability, for example, through interview

- and reference checks
- increase the range of toys and activities to provide children with a rich and varied environment for their play and development.

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

Children's welfare is adequately safeguarded; staff constantly supervise them as they play. The manager and play leader have both attended safeguarding training and the two other full-time members of staff are booked to attend training. Staff display the play scheme's safeguarding and complaints policies for parents on the entrance desk for them to freely view. Recruitment procedures are in place for staff but rigorous criteria are not used to gain evidence of staff suitability. For example, management do not take up references for new staff. Most staff are vetted and staff who are waiting for suitability checks to be returned understand they must not be left unsupervised with children. A range of documentation is in place to support play scheme practice, although attendance records do not consistently show children's hours of attendance. This is a breach of a specific legal requirement. Staff adequately promote equality and diversity. They are kind to children and give them time and opportunities to relax or be active according to their individual needs. Children have equal opportunity to access resources but these are limited in variety and do not provide a rich, stimulating environment to encourage and challenge children's play.

Partnerships with parents and others involved in children's care and education are satisfactory. The management has been proactive in contacting schools, asking for information about children who will be attending the play scheme. There are plans to forward any relevant observations on children's development to the schools. Parents confirm their children settle well at the play scheme. The play scheme's policies and procedures are freely accessible to parents and some information on daily activities is displayed, although this is not presented prominently to parents. The play scheme has only been operating under new management for a short while but has established some evaluation systems. Staff feedback on play scheme sessions by completing questionnaires, and feedback forms for parents are also in place. Management drew up an action plan for improvements in April and listed four items for action with improvements to be made by a target date in May. Some improvements have been made with two areas for action addressed. Staff information folders have been put in place and a self-registration tree made for children, although they are not encouraged to use this on arrival. The management is keen to improve the practice and offer support for professional development for staff.

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

Children have good relationships with staff and generally behave very well as they play with others. Staff are firm but fair with children and calmly intervene if they

get over excited during play. Children form positive relationships as they mix with older children and they work cooperatively together during parachute games. They understand right from wrong and eagerly and confidently tell staff if they feel other children are not playing fairly. Staff greet children warmly as they arrive and they, in turn, respond positively to staff interaction as they play. Staff recognise it is children's holiday time and chat and play with them, allowing them to engage in activities of their choice. Children sit and freely express their creative ideas as they make models from different construction resources. They develop their problem solving skills as they decide which pieces to join together to make 'an alien'. Staff sit and make models with them, asking children questions to make them think. Children recognise and name colours as, for example, they talk about the green eyes and orange feet of their model. Their communication skills are continually reinforced as they talk to both staff and other children as they play. Children have opportunities to play with cars and the car mat and to draw, colour and write. However, they do not have free access to a wide variety of resources, such as books or dressing-up clothes, to further stimulate their play and allow them to develop and reinforce all their skills for the future.

Children are familiar with the play scheme environment and move freely and safely around. They satisfactorily develop their awareness of how to keep themselves safe as they practise the emergency evacuation procedure. Children enjoy play with the cars on the car mat. Staff use this opportunity to sit with children and reinforce their awareness of road safety. Children enthusiastically engage in a range of physical activities which well increase their awareness of the importance of exercise as part of a healthy lifestyle. They competently climb on a space hopper to bounce round the room and enjoy the freedom to run around outside. Indoors, they eagerly join in with older children playing basketball and run with them up and down the hall. They have fun playing with balls and excitedly join in with parachute games, laughing as they engage in a game of 'cat and mouse'. Children show good awareness of their bodily needs as they freely drink when thirsty. They follow routine, hygiene practice as they wash their hands before eating and after using the toilet.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

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

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Records to be kept) 28/08/2012