

# Brighter Opportunities Through Supported Play

Pioneer School, Ghyllgrove, BASILDON, Essex, SS14 2LA

<b>Inspection date</b>	31/05/2013
Previous inspection date	24/04/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff work exceptionally well in partnership with parents and external professionals to meet the needs of the children who attend.
- Children enjoy spending time in the calming sensory room, which enables them to use their senses to explore a range of light, touch and sound sensations.
- The dedicated staff support children's individual needs through one-to-one ratios and experiences, which enables them to enjoy their time at the provision.
- Extensive induction procedures, team meetings and regular supervisions ensure that all staff receive effective coaching and training to support individual children's physical and medical needs.
- Children enjoy an exciting and wide range of activities and experiences, including regular time in the swimming pool, which helps them to make consistent progress in relation to their starting points.
- Staff give a high priority to children's safety and well-being, ensuring through daily action plans that high staff to child ratios are maintained. This means that most children have one-to-one support.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector sampled a range of documentation relating to the suitability of staff and their qualifications.
- The inspector checked a range of documentation including risk assessment, policies and procedures.
- The inspector observed children playing in the swimming pool, in the main hall, and toured the premises.
- The inspector spoke to some staff, the deputy and the manager.

## Inspector

Sue Mann

## Full Report

### Information about the setting

Brighter Opportunities Through Supported Play registered in 2009. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is run by a committee for children and young people with special educational needs and/or disabilities. It operates from the main hall, sensory rooms, soft playroom, dining hall, library and swimming pool within the Pioneer School in Basildon, Essex. The premises have suitable access and facilities for people with disabilities. All children share access to secure, enclosed, outdoor play areas in the school grounds. There are currently 67 children attending, including four children who are in the early years age range.

The nursery employs 37 members of staff. Of these, 24 hold appropriate early years qualifications at least level 3, including 4 staff with Qualified Teacher Status. The Saturday club opens each Saturday from 10am to 3.30pm during school term times, for a maximum of 37 Saturdays per year. The holiday scheme opens during school holidays from 10am to 3.30pm. There is a 'Chillzone' club for adults with special educational needs and/or disabilities every other week, and a youth club for children aged 11 years and over, which runs every Thursday from 6.30pm until 8.30pm.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance care plans to include learning journal style records to note children's achievements and 'wow' moments.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Brighter Opportunities through Supported Play is an out of school scheme that caters for children with special educational needs and/or disabilities. All ages of children can attend. However, the majority of the children who attend the scheme are outside the early years age range. Staff provide a wide range of exciting activities and experiences, which provide exciting opportunities for children with mild and complex special educational needs and/or disabilities. Although few children attend who are within the early years age range, staff demonstrate a secure knowledge of the Early Years Foundation Stage. This means that the activities and experiences that they provide cover all seven areas of learning and development. Staff note down children's achievements, in their individual care plans. This means that any significant moments in a child's learning or development are noted. For

example, staff note when a child learns to speak a new word or manages a new skill independently. However, opportunities to enhance aspects of the care plans as learning journal style records are in their infancy. Staff support children's emerging interests, and include feedback from parents and the other settings that the children attend. This means that children enjoy learning through play that reflects their interests and is within their capabilities. Staff organise activities and experiences taking into account children's disabilities and medical needs, which enables all children to experience a wide range of well-planned and rich activities, which are accessible. Therefore, children make small, but consistent progress in relation to their starting points, overcoming their disabilities supported by the enthusiastic and highly committed staff.

Staff know all the children exceedingly well, and are able to respond quickly to any change in their behaviour and temperament. This enables staff to move children into other areas, such as soft play or the sensory rooms, when they show signs of stress or agitation. Therefore, children's dignity and privacy is respected, alongside the need to ensure the safety of all the children in the scheme. This consistent approach ensures that all children's personal, social and emotional needs are well met.

Children have many opportunities to enjoy physical exercise, which supports their good health and well-being. Children enjoy swimming in the indoor, heated swimming pool. This provides opportunities for children who cannot walk to strengthen their muscles and enjoy the freedom of being in water. Specialist hoists take the children from their wheelchairs into the water, supported by staff who are in the pool. Coloured lights and music create a calming environment, while an extensive range of resources in the water, enables children to flourish and enjoy being independent in the water. Similarly, hoists in the soft play area, enable children with limited mobility to enjoy playing with children that are more mobile. Children clearly enjoy the freedom and safety of the soft surfaces, as they clamber onto soft blocks, then 'fall' into ball pools, and roll around on large soft balls.

### **The contribution of the early years provision to the well-being of children**

Staff demonstrate an unquestionable commitment to their roles. They provide dedicated support to each child, supporting them to achieve and enjoy despite their special educational needs and/or disabilities. For example, two members of staff support some children, while other more able children have one-to-one support. This enables staff to provide all children with consistent, caring and sensitive support. Furthermore, there is always additional staff over and above the planned ratio. The key person system is managed through staff working in small groups. Therefore, children are cared for by small teams of staff, who understand and are able to care for children in line with their individual needs and abilities. This enables children to form secure trusting bonds with staff. The supervisor monitors all the teams through the sessions, checking that staff are able to cope with children's behaviour challenging or if they need additional help. This means that staff are able to seek additional support when they find children's behaviour hard to manage.

Parents provide all children's meals and snacks, as many of the children have limited or

restricted diets. Some staff are trained to feed children through gastro tubes, which means that children can enjoy being at the scheme for full days. Staff ensure that they are aware of each child's dietary requirements through detailed care plans and child record forms. These are reviewed at the start of every session, to ensure that all staff are aware of the children's allergies and dietary needs. Systems are in place to ensure that children's allergies and medication needs are checked with parents and professionals.

Children and young people are able to attend the scheme right up until they are in their 20's. Children are taken out in the scheme's mini buses to enjoy activities, such as bowling and trips to the cinema, that are not offered at the centre. This supports children's personal and social development as they learn how to behave when out in the environment. Staff have exceptional links with the other settings that the children attend, which helps to ensure the continuity of care routines.

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

The management have worked exceptionally hard to implement effective changes to ensure that meet the safeguarding and welfare requirements. The management continually review all policies and procedures, ensuring that they reflect current legislation and meet the needs of the service users. The management ensure that staff understand all policies and procedures through appraisals and daily team meetings. Meticulous risk assessments and daily checks ensure all children's safety prior to arriving. Staff constantly check the rooms during the sessions to ensure that any hazards are removed. In addition, risk assessment is reviewed when a new child starts at the setting, which means that staff assess the risks in relation to each child's needs and abilities.

Continuous ongoing training and monitoring of staff ensures that staff are able to meet children's learning, development and medical needs. Systems are in place for staff to talk through any concerns they may have and request additional training to help them support individual children. For example, training is available for staff to learn how to feed children through a tube. Many of the children have complex medical needs, which require medication at set times of the day. Staff use alarms on the scheme's phones, to alert them to times where medication is needed. This ensures that all children receive their medication as prescribed.

The management and staff understand their responsibility in implementing the learning and development requirements. However, due to the unique nature of the setting and the complex needs of the children this is challenging. The management and staff team use self-evaluation effectively to monitor the setting, and their effectiveness in supporting children. The views of the parents are sought through verbal feedback, and during meetings to discuss children's care plan. This helps to inform funding applications, which enables the scheme to provide additional resources and activities for the children who attend.

The scheme has highly effective partnerships with parents. Regular meetings ensure that care plans are up-to-date and meet any changing medical or care needs of the children. Staff work closely with other settings, which children attend and medical professionals to ensure continuity of all care and medical routines. A team of nurses comes into the scheme to ensure that staff are confident and able to meet individual children's care needs. This means that children can continue to attend, even if their care needs change. Therefore, children's care is consistent and they are able to make consistent progress in relation to their ages and stages of learning and development, despite any additional special educational needs and/or disabilities.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY377742
<b>Local authority</b>	Essex
<b>Inspection number</b>	911972
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Brighter Opportunities Through Supported Play (BOSP)
<b>Date of previous inspection</b>	24/04/2010
<b>Telephone number</b>	01277 624300

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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