

Challengers Basingstoke

SAXONWOOD SCHOOL, Barron Place, Basingstoke, RG24 9NH

Inspection date

Previous inspection date

01/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Children relate well to the staff and are content and settled in their care. This means that children feel appropriately safe and secure at the nursery.
- Children benefit from a suitable range of toys and resources which are readily available for them, which allows them to initiate their own play and ideas.
- Arrangements for safeguarding children are secure with clear policies and procedures implemented consistently by staff.
- Parents are very happy with the provision and report that their children enjoy attending. They find the staff to be helpful and welcoming.

It is not yet good because

- Staff deployment is not always effective to ensure they consistently meet children's needs.
- Arrangements for monitoring staff performance and self-evaluation is currently in its infancy, therefore not all staff have a secure knowledge of the Early Years Foundation Stage.

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 observed activities and play experiences available to children.
- The inspector observed interactions between children and with the staff.
- The inspector asked staff questions about their work and observed practice with the manager.
- The inspector spoke to some parents about their views and opinions about the play scheme.
- The inspector sampled documentation and children's development records.

Inspector

Tracy Bartholomew

Full report

Information about the setting

Challengers Basingstoke registered in 2013. It is one of a number of groups run by Disability Challengers. The holiday club operates from Saxon Wood School, Basingstoke. The holiday club uses various areas of the school, including the hall and school grounds. The holiday club is open from 9.30 am to 4 pm each day during the Easter and summer school holidays; in addition they open occasionally on a Saturday. Children attend from the local surrounding areas. The holiday club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The holiday club have 30 children on roll of these one is within the early year's age range. The holiday club employs 16 staff, of these three hold appropriate early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve staff deployment to ensure that staffing arrangements meet the needs of the children.
- improve the quality of teaching by consistently monitoring staff practice, and ensure that the children's individual learning and development is continuously supported, especially in relation to communication and language.

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

- enhance the developing systems for self-evaluation to identify and address weaknesses as they occur, and drive continuous improvement.

Inspection judgements

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

Children make steady progress in relation to their starting points. Overall, children enjoy the activities on offer and most staff effectively promote the children's learning and development well. Staff participate in children's play and support their learning well overall. For example, they play games instigated by children, which involve running, climbing and sliding down equipment. This promotes positive relationships between the staff and children and provides a fun worthwhile learning environment.

At times, the quality of teaching is inconsistent and activities are not always purposeful or sufficiently challenging. For example, some staff are not secure in their understanding

about how activities support the children's development. As a result they do not readily enhance the children skills and development in communication and language, for example. There are some children who attend with limited speech. Some staff do not respond to their sounds and gestures which means that they do not consistently promote children's communication. As a result, systems to help children develop skills for their future learning, such as starting school, are not always successful. Despite this, other staff skilfully encourage children to communicate their requests through their sign language and the use of Picture Exchange Communication System (PECS) boards. This promotes the children's communication skills.

Children have access to activities that interest and occupy them consistently. For example, they play with a range of sensory materials, such as paint and enjoy free play within the sensory room. Their creativeness is well promoted as they explore and make pictures and play imaginatively at the puppet station, dressing up and role play area. Staff supervise and become involved in children's play. Staff develop children's interest in mathematics as they sing songs and refer to numbers and colours in everyday play. Children have opportunities to develop their understanding of the world around as they talk about festivals and cook foods relating to Chinese New Year. The group have a wide range of books available for the children; this includes books with Braille, fabric and textured books, these are used well with the children to develop their literacy skills.

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

Children confidently arrive at the play scheme. However, management do not always deploy more knowledgeable staff to support the youngest children's individual needs. They are welcomed by the staff and settle comfortably in the care of their key person. This shows that the children are self assured and confident within the environment. Warm, caring relationships are in place between staff and children and the key person approach works well. Parents provide information about their children on entry to the play scheme. This enables staff to develop a secure understanding of children's individual needs and routines. This information and developmental progress is reviewed every day prior to the children arriving to enable the key person to fully understand the child's physical and emotional stages and development.

The rooms at the play scheme are spacious, welcoming and inviting, with child friendly artwork on display. Toys and resources are of good quality and meet the needs of the children. For example, quiet areas for relaxation and soft play equipment which allows the children to be active.

Most staff reinforce children's understanding of safety through valuable discussions during their play. In addition, they learn how to promote their own safety while they master new skills, such as rolling balls rather than throwing. Children's independence is well promoted by staff, as they encourage them to wash hands after messy activities and after visiting the bathroom. In addition, children preferences are valued as they make choices from their lunch boxes. Children have a good access to the outside areas. This area provides opportunities for children to enjoy a healthy lifestyle as they enjoy regular fresh air and

exercise.

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

The management team and staff have a suitable understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. Risk assessments are regularly undertaken and daily checks ensure that the play areas and garden are safe. The premises are secure with safe procedures in place to ensure parents, carers and visitors do not enter the premises unobserved. The environment is clean and well maintained which promotes children's welfare and security well. Staff demonstrate a secure understanding of their safeguarding responsibilities. They are self-assured in the routes of referral if they have a concern about children. All staff regularly undertaken safeguarding training, this ensures that they are up to date with current procedures and practice.

Currently the play scheme does not have a permanent leader in place. Despite this, management cover is in place during operational times to oversee practice. As a team, the staff work well together and generally meet the learning and development requirements. However, not all staff are secure in their knowledge, which means some of their practice is inconsistent and does not fully promote children's progress. The leadership and management team have processes in place to support, mentor and appraise the staff. However, the monitoring and coaching methods are not effective to highlight staff training and to enhance staff practices. The leadership team are developing processes to self-evaluate their practice. They recognise that there are improvements required to secure the leadership of the scheme and to improve outcomes for children. This demonstrates an encouraging drive to promote continuous improvement at the play scheme.

Staff are proactive in maintaining good quality relationships with parents, carers and other professionals. Feedback from parents highlights that they value the service. They comment that 'the staff are wonderful and provide a range of worthwhile activities' and 'offer invaluable help and support'. Daily verbal exchanges of information take place and key staff demonstrate a willingness to meet the individual requests by parents. Suitable links are in place with other settings children attend, including outside professionals and local schools.

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
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY465861
Local authority	Hampshire
Inspection number	926571
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 13
Total number of places	30
Number of children on roll	1
Name of provider	Disability Challengers
Date of previous inspection	not applicable
Telephone number	01483 230930

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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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