

Oak Green Holiday Playscheme

OAK GREEN SCHOOL, Oak Green, Aylesbury, HP21 8LJ

Inspection date

Previous inspection date

31/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

2

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

2

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

2

The quality and standards of the early years provision

This provision is good

- Children behave very well in the setting because staff have high expectations and are consistent in their approach to behaviour management.
- Staff offer children a wide range of activities and respond to children's interests which means children enjoy their time in the setting.
- Physical development is well supported because staff provide lots of opportunities to strengthen their small and large muscles.
- Enthusiastic staff support children's learning because they play well with the children and encourage social skills.

It is not yet outstanding because

- The organisation of the book area does not enable children to access books independently and there is no comfortable quiet area for them to enjoy a story or rest.
- There are fewer mathematical sources available for children to learn about number concepts beyond 20 or shapes.

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 children's arrival time and activities in the indoor and outdoor play areas.
- The inspector spoke to the manager, other members of staff and children.
- The inspector sampled documents including evidence of staff's suitability to work with children and the setting's safeguarding policy.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector invited the manager to conduct a joint observation.

Inspector

Nicola Johnstone

Full report

Information about the setting

Oak Green Holiday Playscheme registered in 2014. It is part of Southcourt and Walton Court Community Project which is a local registered charity. This is a re-registration into new premises for the playscheme. The playscheme supports children learning English as an additional language and children with special educational needs and/or disabilities. The playscheme operates from within the main school premises of Oak Green School in Aylesbury, Buckinghamshire. It has access to two main rooms, a large sports hall and outside playing area. Children attend from the local community and surrounding areas and there are currently 49 children on roll, including children in the early years age group. The playscheme operates each weekday during school holidays from 9.30am until 3.30pm and children can attend for sessions or all day. The playscheme employs 15 staff who work directly with the children. Of these, nine hold appropriate early years qualifications at level 3 and one member of staff holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- organise the book area more efficiently to provide children with a quiet and comfortable space where they can share books or enjoy rest times
- increase the range of resources on offer for children to independently develop their mathematical skills.

Inspection judgements

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

The setting's enthusiastic staff form good relationships with children and have a good knowledge of how to engage and motivate them. They immerse themselves in children's play, getting down at their level and modelling how to make the most of equipment and resources. For example, staff sat on the floor with children playing with water in a tray and showed them how to make the water wheel turn faster. Other staff sat on the floor to complete a puzzle with children, encouraging them to persevere to find the correct piece. Children concentrate and are engaged for long periods because staff play with them and spend time talking and listening to them. Children's language development is promoted because staff encourage children to play together and engage in conversations with them while they play.

The manager plans a weekly timetable of activities but staff are quick to respond to children's interests, changing the activities on offer when asked to do so. Children enjoy a

range of activities both inside and outside such as football, climbing, water play, puzzles, painting, beads and role play. There is a strong emphasis on physical development and children are well supported in this area. Although there are books on offer, not many children choose to look at them as there is not an enticingly quiet, comfortable area for them to go to. This means that children's literacy development is not being supported fully.

The staff and children make good use of mathematical language and children are encouraged to count and write numbers when they show an interest. For example, a member of staff successfully supported a child to write numbers to 42. However, there is less opportunity for children to learn through self-directed play as there are fewer mathematical resources for children to learn about shapes, measures or numbers.

Staff encourage children to play together meaning they are well supported in developing social skills during their short time at the setting. This means they are well prepared to return to school and for the next stage in their learning.

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

Children have independent access to a good range of resources and use them well in their play. There is plenty of space for children to play outdoors and they enjoy supervised and free-choice activities for most of the day. Staff ensure children get plenty of fresh air and exercise to support a healthy lifestyle. However, there is less consideration given to creating an area where children can rest if they are tired or just want some quiet time to support their well-being.

The children enjoy a calm and relaxed environment. Staff are good role models and have high expectations of the children. Staff make sure all children are aware of the golden rules at the start of the session. Good behaviour is encouraged through the use of a golden book which the children are responsible for, helping manage their own behaviour effectively. Good relationships between staff and children mean that children ask for help when needed. Young children are confident because they are well supported by older children who are keen to help them. Children of all ages play well together, sharing toys and equipment, resulting in a harmonious play environment for everyone.

Fresh drinking water is provided and children can help themselves when they want a drink. They understand the need to keep the clean and dirty cups separate and know that this will prevent germs from spreading. They are offered a healthy snack, for example apples, melon, pepper slices and crackers and they wash their hands before they help themselves.

Lunchtime is a sociable event. Children's language development is promoted because staff sit alongside children while they eat; they model good conversational skills and good manners, encouraging children to say 'please' when asking for help to open a packet. The staff wipe tables and sweep floors both before and after lunch which helps to protect children's health in a clean environment.

The setting supports children with special educational needs and/or disabilities well, particularly children who require support with behaviour. Clear rules and consistent management of behaviour mean that children play in an environment where all children feel safe.

Children can attend the setting for whole weeks or individual days as required. Staff work hard to ensure all children are settled and happy. Parents give the staff information on their child before they enter the setting which means staff are effective in meeting the children's needs from the beginning. As staff are approachable and friendly children are confident in the setting and there is a relaxed, calm atmosphere.

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

Children experience good quality care and learning within the playscheme because the manager has an understanding of her responsibilities. Children are safeguarded well and staff have an accurate knowledge of the child protection procedures. They are aware of the steps to follow if they have any concerns about children's welfare to help to keep them safe. Staff conduct risk assessments daily for the premises to ensure that any possible hazards are identified and minimised for children. A copy of the daily risk assessment is placed on the information board for parents to see so they are aware of how staff protect their children's welfare while they play.

Robust procedures are in place when recruiting new staff to ensure children are kept safe from harm. Accidents and injuries are recorded and parents are required to sign to say they have been informed. A record is kept showing when medicine is administered, the dosage given and whether there has been any adverse reaction. There is a safe place to keep medicines away from the children to reduce risks to their well-being.

Children and staff have a very good understanding of the fire drill and lockdown procedures because all members of the playscheme gather together each morning to talk about these. The manager has a current paediatric first aid certificate to enable them to treat minor accidents or injuries and first aid boxes are kept on site.

The setting has a policy in place for keeping children safe, which includes the use of cameras and mobile phones. Parents are asked their permission for the setting to take and use photographs of their children. Staff remind children to move safely while indoors, asking them not to run inside. The manager is clearly driving improvement in the quality of the provision for children. A current priority for development includes involving the wider community by inviting outside agencies into the setting and further developing relationships with parents.

Parents are made aware of the expectations and policies of the playscheme as they are given a parental booklet on registering their child. The setting gathers opinions at the end of a playscheme when they give out a parental questionnaire to complete. These help the

setting to identify key areas to develop that will have a positive impact on the children's learning through play.

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	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	EY472888
Local authority	Buckinghamshire
Inspection number	954199
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	70
Number of children on roll	49
Name of provider	The Southcourt & Walton Court Community Project
Date of previous inspection	not applicable
Telephone number	01296 423895

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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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