

Welwyn and Hatfield Playscheme at Southfield School

Inspection report for early years provision

Unique reference number	EY381147
Inspection date	18/08/2009
Inspector	Susan Parker

Setting address	Southfield School, Travellers Lane, HATFIELD, Hertfordshire, AL10 8TJ
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Type of setting	Childcare on non-domestic premises

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.

Description of the setting

Welwyn and Hatfield Playscheme is one of eight Special Needs Activities and Play (SNAP) Hertfordshire Ltd Playschemes, a registered charity managed by a board of trustees. It has been registered since 2008. The playscheme operates from a number of rooms and outside areas within Southfield School in Hatfield, Hertfordshire. The scheme opens each weekday for four weeks in the summer holidays from 10:00am to 3:00pm and for limited days during the Christmas and Easter holidays. A maximum of 20 children under eight may attend the playscheme. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The scheme caters for children with learning difficulties and/or physical disabilities. There are currently two children attending in the early years age group.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. The staff gain detailed information of each child's individual welfare and medical needs which ensures that they are fully cared for. Children's safety and security are a priority and the children are learning about keeping themselves safe while investigating the world around them. The partnership with parents is good and is highly significant in ensuring that the individual and diverse needs of all children are well met. Regular information sharing between the staff evaluates the high levels of care the children receive to meet their needs.

What steps need to be taken to improve provision further?

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

- develop an effective system of self-evaluation of the provision in order to identify strengths or weaknesses and to maintain continuous improvement
- ensure that accessible individual records are kept on site containing the names and addresses of staff and volunteers including information about their recruitment, training and qualifications
- ensure that all visitors are recorded in visitors book.

The leadership and management of the early years provision

The leadership and management of this setting underpins the good welfare of the children's individual needs. Every child is fully included in all aspects of the play scheme. Some members of staff have training in administering medication and in the safe handling of children with low mobility or aggressive tendencies. Every child's individual needs are well recorded and met. Robust safeguarding policies, sound daily practice, and a commitment to training ensures that children are generally safe and well protected. Staff have an understanding of child protection and are committed to promoting children's safety at all times. However, at the time

of the inspection, staff did not record the attendance of the inspector or another visitor in the visitor's book. This would have possible consequences in case of emergency evacuation and in safeguarding children. Staff endeavour to teach the children to play safely and be aware of possible hazards. Well planned, creative and imaginative activities, visits and outings enable the children to practice their skills and explore their environment safely.

Children enjoy their time in this stimulating environment where the staff dedicate time to observing the children to gain an insight into their capabilities and interests. Staff effectively plan and provide activities to challenge the children, promote their thinking and develop their social, emotional, intellectual and physical skills. Staff evaluate the activities at the start and end of each session verbally; however, this is not fully effective in evaluating the provision as a whole. Parents and carers share and receive detailed information regarding their children including the major aspects of their welfare and developmental achievements. This includes written observations and photographs. The partnership with parents is good and staff fully understand the importance of a good two-way sharing of detailed information on each child's capabilities, medical needs, communication abilities and emotional needs.

Detailed policies and procedures are shared with parents, and most required information is available on site. Each child has a member of staff assigned to them each day; however, information on their qualifications was not available. This does not support the effective delegation of staff.

Staff are effective in promoting equality of opportunity for all children. There is a vast difference in the levels of care needed for individual children; these are met well from a caring and supportive staff team. Adults form trusting bonds with the children which is essential in promoting the children's dignity, self-esteem and confidence.

The quality and standards of the early years provision

Children enjoy their time in this friendly provision where their individual and diverse welfare and medical needs are met. The detailed information provided by the parents and carers ensures that staff provide the equipment, resources and activities to fully include each child. For example, staff have provided African Land Snails at the request of one child and these have been effective in promoting other children interest in the care lifecycles. Staff observe the children and use the information well in order to provide them with interesting and exciting games, resources and activities which stimulate their natural curiosity and imagination. Children are safe and secure in this provision. They are adopting healthy habits such as washing their hands before snack and after toileting or changing. Older children are given privacy when staff are helping with personal hygiene procedures such as nappy changing.

Children have access to outdoor play and can freely move between indoor and outdoor activities, weather permitting. They mix with other children with differing abilities, mobility and communication daily, and are establishing good social skills

as well as firm friendships. This actively promotes children's feelings of self-esteem, confidence and independence.

Children's language and communication is actively promoted. Children are encouraged to be very social; they are encouraged to communicate within their own capabilities, and some staff have training in sign languages and use picture clues to effectively communicate. Staff get to know the children well and can interpret the children's facial expressions and body language when verbal communication is difficult. Children are encouraged to think critically as the staff asks them appropriate questions about what they are doing and what may happen next. They are developing their vocabulary every day through sharing books and talking about their experiences. Children are forming and understanding of problem solving and numeracy; they recognise shapes very well and are able to complete challenging puzzles. Children's mathematical thinking is promoted as an integral part of all activities such as counting cars, recognising colours and familiar numerals. They are learning about the world around them through external visitors, workshops and activities. Children are very well supported and are encouraged to try to do as much independently as they can with the full support of the staff.

Every child's milestones and achievements are recorded by the staff who effectively plans the next steps, within their capabilities, to challenge the children and to promote their progression towards the early learning goals.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met