

CHIPS-Hoddesdon scheme

Forres Cp School, Stanstead Road, HODDESDON, Hertfordshire, EN11 0RW

Inspection date	11/08/2014
Previous inspection date	12/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 attending the play scheme settle well because they are greeted warmly and affectionately by the manager and staff as they arrive.
- A wide variety of interesting and stimulating experiences are available for children to take part in. Consequently, they enjoy coming to the play scheme and are motivated to try and take part in new activities appropriate to their individual needs.
- The manager and play leaders work closely together with key persons and volunteers. This helps to ensure that children's overall needs are met in a safe and secure environment.
- The partnership between the manager and parents and carers is very effective, because the manager liaises closely with families prior to children starting. Consequently, good communication links are established early on, which helps to meet children's needs.
- Staff have a very good understanding of how to safeguard children. They know how to recognise signs and symptoms of abuse and neglect, and know what action to take to keep children safe.

It is not yet outstanding because

- Not all staff and volunteers are offered the opportunity to engage in specific training, such as sign language, to further enhance the already good support for children's learning.

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 viewed the areas where children play, inside and outside.
- The inspector discussed aspects of the setting with the manager, staff and volunteers.
- The inspector observed children as they played and took part in activities, independently and with adults.
- The inspector viewed regulatory documentation regarding children's details and a sample of relevant policies and risk assessments.
- The inspector viewed and took account of evaluative information provided by parents, staff and volunteers regarding previously run play schemes.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

Inspector

Clair Stockings

Full report

Information about the setting

CHIPS-Hoddesdon Scheme registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the dining room and hall in Forres School in Hoddesdon, Hertfordshire. The play scheme serves the town and surrounding villages. It is one of five settings organised by a voluntary committee of trustees. The play scheme specialises in supporting children with special educational needs and/or disabilities and their siblings. Sessions are from 10am until 3.30pm for three weeks during the school summer holidays and 10am to 12.30pm on Saturdays in term time. Children attend for a variety of sessions. There are currently three children attending who are in the early years age group. There are nine staff, seven of whom have appropriate early years qualifications.

What the setting needs to do to improve further

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

- extend opportunities for all staff and volunteers to develop their knowledge and skills, so that they are all familiar with other forms of communication children may use, such as Makaton.

Inspection judgements

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

Children attending the play scheme make good progress during the short time that they are there. This is because the manager, staff and volunteers work well together as a dedicated team to meet the individual needs of each child. They demonstrate an excellent understanding of how children learn through play. They make effective use of observations to inform the planning of a wide range of activities to ensure the needs of all children are met. Information collected from parents and carers help key persons assess and plan adapted activities to enable all children to take part, building on children's likes, dislikes and particular interests. Staff discuss with parents how well children are making progress, particularly in their personal, social and emotional development. Children demonstrate that they are settled, motivated and confident enough to try new and exciting activities. This then leads to children developing in other areas, such as communication and language and physical development, as they mix and join in with other children. Consequently, children are gaining skills they need to support their future learning.

There is a wealth of exciting and stimulating activities for children to take part in. Plans for the scheme include trips into the community and to farm parks. In addition, professional entertainers visit. These experiences help children to gain an understanding of the wider world. Supported by attentive staff, children select from a good range of resources both

indoors and outside. Staff demonstrate their understanding of children's sensory exploration as they support them to experience the textures of dry ice and bubbles. Knowledgeable staff use a wide variety of communication methods to support children in understanding, speaking and listening. These methods include the use of sign language and a picture exchange communication system, designed to help children make choices and communicate their needs, for example, they can communicate their need for a drink of water or the toilet. However, not all staff are familiar with other forms of communication children may use, such as Makaton.

The manager and key persons engage with parents constantly, helping to meet children's individual needs. Daily chats inform parents of how well their children are doing and parents reciprocate by providing feedback. This daily information sharing contributes to consistency and positive outcomes for the children attending.

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

Staff provide a warm, friendly and inviting environment for all children attending the play scheme. Consequently, children's self-confidence is fostered to a high level and they show their delight and anticipation on arrival. Siblings of children with special educational needs and/or disabilities also attend, ensuring a fully inclusive play environment. Children settle extremely well because key persons are sensitive to their individual needs. Key persons are skilled at ensuring that children keep comfortable and safe, while enjoying the range of activities on offer. They respect and value each child as unique and skilfully tune in to meet their individual needs. The key persons have a high level of awareness of the needs of children with specific and complex needs, recognising when they are uncomfortable or need extra support. Close working arrangements with parents means staff are well aware of children's needs.

Children are confident as they play and explore, both indoors and outside. Timely safety reminders by staff support children to learn how to manage their own risks. Strong relationships and attachments between children and staff mean children show their emerging self-assurance as they ask staff for support when necessary. Staff manage children's behaviour in a way that promotes positive and safe outcomes. Children are encouraged to be independent relative to their stage of development, for example, in tidying objects away or dressing and undressing. Staff are deployed well to ensure children benefit from the many activities. The high staff ratios mean that children can make individual choices about where they would like to play because there is a safe and sufficient amount of supervision available.

Children are supported in learning about healthy eating options at snack time because snacks include fresh fruit and a choice of milk or water. Children's social skills are developed as they sit alongside practitioners and chat together while having their lunch. Children have a wide variety of opportunities to develop their physical skills and learn to appreciate the importance of exercise. Thus, ensuring children's health is further promoted.

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

Safeguarding of children is highly effective because staff know how to recognise when a child may be at risk from abuse or neglect and demonstrate good knowledge of the policies and procedures in place to keep children safe from harm and abuse. The manager ensures registers of children's attendance are accurately completed, ensuring that all key persons know clearly which children are in attendance. Policies and procedures are well written and on display on entry to the scheme for staff and parents to refer to. Risk assessments on all areas and activities are extremely robust. The manager ensures that practitioners taking children on outings have risk assessments with them, which helps them identify potential hazards and minimize risk. Recruitment and ongoing support is very thorough. Disclosure and Barring Service checks are completed on all staff, including volunteers. References are taken up before commencement at the scheme for any students or volunteers who are not vetted, and they are never left unsupervised with children. This too, contributes to keeping children safe from harm and abuse.

The managers and leaders have a high level of knowledge and understanding of the Early Years Foundation Stage areas of learning and how children learn through play. The manager and team are well qualified and are skilled at working with children with special educational needs and/or disabilities. This ensures a high quality, fun and inclusive play scheme that operates efficiently, supporting a wide range of children and families. The organisation and planning for the scheme is extensive and thorough, meaning that children benefit from a safe, secure and stimulating environment that is fun and educational. Leaders and managers are consistently available and work with staff and volunteers to monitor the activities and experiences. This ensures that children benefit from a timetable of events that run smoothly and efficiently. Appraisals of staff are informal due to the times of operation. These identify some training needs, however, not all staff and volunteers are offered the opportunity to engage in specific training, such as Makaton, to further enhance the already good support of children's learning.

The manager continually reflects on the quality of the play scheme throughout its operation. She meets with staff and volunteers to identify its strengths and areas that need improving. She works closely with parents and carers to ensure that the scheme meets their and their children's needs, gaining feedback using evaluative questionnaires. Children are invited to draw pictures and make comments about what they liked best, showing that their views and opinions are valuable and contribute to plans for further play schemes. Parents are very complimentary about the scheme, commenting on how their children love it. The scheme has close links with external agencies and other providers, which helps to support staff in meeting children's needs.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY423378
Local authority	Hertfordshire
Inspection number	852407
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	3
Name of provider	Children's Integrated Playschemes Committee
Date of previous inspection	12/11/2011
Telephone number	01992 467821

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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