

CHIPS Summer Playscheme@Pinewood School, Ware

Pinewood School, Hoe Lane, WARE, Hertfordshire, SG12 9PB

Inspection date	11/08/2014
Previous inspection date	05/08/2009

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

- A wide variety of interesting and stimulating opportunities are available for children to access. Consequently, they enjoy coming to the playscheme and are motivated to try and take part in new opportunities appropriate to their individual needs.
- Children form secure emotional attachments and feel very welcome within the playscheme because they are well supported by dedicated staff.
- Staff demonstrate a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The consistent implementation of detailed policies and procedures successfully promotes children's safety and well-being.
- Staff have an excellent partnership with the parents. Daily feedback is given to parents on activities and their child's time at the playscheme.

It is not yet outstanding because

- Links with other providers to obtain even more information regarding children's learning and development are not yet fully established. This means that planning for these children is not always sufficiently precise to fully enhance their learning experiences.

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 playscheme 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. She also looked at evidence of qualifications and suitability checks of staff working with the children.
- The inspector viewed and took account of evaluative information provided by parents, staff and volunteers regarding previously run playschemes.

Inspector

Clair Stockings

Full report

Information about the setting

CHIPS Summer Playscheme@Pinewood School, Ware was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of five settings organised by a voluntary committee of trustees. It operates from various rooms within the Pinewood School in Ware, Hertfordshire. The playscheme uses the playground and the school field. Children attend for a variety of sessions. The playscheme specialises in caring for 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 during term time. Children attend for a variety of sessions. There are currently 37 children on roll; four of whom are in the early years age group. There are 12 members of staff, seven of whom have appropriate early years qualifications. The playscheme also has many volunteers.

What the setting needs to do to improve further

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

- improve the communication links with other providers, so that even more in-depth information regarding children's developmental levels is sufficiently collected, to help plan more precisely, activities that enhance their learning opportunities.

Inspection judgements

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

Children arrive happily and enjoy their time at the playscheme. They forge close relationships with the staff, who develop a good understanding of each child's individual needs. Staff mostly work on a one-to-one basis with each child and get to know what they would like to do and try to accommodate their interests. As a result, activities are well balanced and keep children's attention. Staff support each child well, readily finding additional resources for them if needed. They work hard to ensure that children have experiences over the different areas of learning suited to their individual needs and preferences. Information collected from parents and carers help key persons assess and plan adapted activities to enable all children to take part, building on their likes, dislikes and particular interests. Staff observe and assess children and use the information to plan for their learning needs. However, information from other schools regarding children's learning and development is not as detailed, in order to help plan more precisely. This is so that activities enhance children's learning and fully complement their learning in school.

Staff provide a varied range of interesting play experiences, which ignite children's curiosity. Children make choices as they decide what they want to play with. Resources and activities are easily accessible and children confidently explore their surroundings to initiate their own learning. All children are able to relax or be active according to their

needs. In the outside play area, children can choose to play on wheeled toys or use the equipment set out for them. Indoors, they have opportunities to be active on the bouncy castle or playing sport on the games consoles. Exciting outings to the local garden centre and wildlife park help children to gain an understanding of the wider world. Consequently, children develop skills that support their future learning.

Staff are deployed well to meet the needs of the children and are competent to follow their interests and leads. They provide good support and interaction during activities. The good relationships between staff and children ensure they have a positive and enjoyable experience in the club. Children, who are able to express their views, state they like coming to the playscheme and enjoy the activities and playing. Staff have an excellent relationship with parents, who are kept informed of the children's activities each day. 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

Children are safe and relaxed, enjoying their time at the playscheme. They have very good relationships with the staff, who have a clear understanding of their individual needs and interests. Siblings of children with special educational needs and/or disabilities are able to 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 special educational needs and/or disabilities, recognising when they are uncomfortable or need extra support. Close working arrangements with parents means that staff are well aware of children's needs.

Children are confident as they play and explore, both indoors and outside. They have access to a good range of resources and equipment. Staff are well deployed to ensure good levels of support are provided for the children. The high staff-to-child ratios means that children can make individual choices about where they would like to play because there is a safe and sufficient amount of supervision available. Good systems for behaviour management are in place. Staff work closely with the parents to ensure they are knowledgeable regarding each child's level of understanding. Staff gently remind the children if they are doing something that could be unsafe.

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 staff and chat together while having their lunch. They have a wide variety of opportunities to develop their physical skills and learn to appreciate the importance of exercise. This ensures that children's health is further promoted.

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

The playscheme is well organised and provides a warm welcome to the children on arrival. Children demonstrate that they feel safe as those, who are able move around the playscheme, do so confidently and help choose what they want to play with. Very good safeguarding procedures help to protect the children. Also, staff have a very good knowledge of child protection and their roles and responsibilities. Robust recruitment procedures are in place and good staff induction and appraisal systems ensure that staff have the necessary skills to work and develop in the club. Excellent adult-to-child ratios ensure children are very well supervised at all times. Thorough risk assessments are in place and effectively implemented to protect children's well-being.

The manager 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, skilled at working with children with special educational needs and/or disabilities. This ensures a high quality, fun and inclusive playscheme that operates efficiently, supporting a wide range of children and their families' needs. The organisation and planning for the playscheme are extensive and thorough, meaning that children benefit in 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 and are used to identify training needs to support them in their role.

The manager continually critically reflects on the playscheme 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 playscheme has met theirs and their children's needs, gaining feedback through the use of evaluative questionnaires. Parents are extremely pleased with the care and support their children receive at the club, praising the caring and supportive staff team. Parents are kept well informed about the playscheme routines and activities through the registration systems, information displayed on notice boards and through discussion with staff. Links with the local schools that the children attend continue to develop as the manager demonstrates an understanding of the importance of information sharing to ensure continuity of care.

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	EY378471
Local authority	Hertfordshire
Inspection number	858484
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	21
Number of children on roll	37
Name of provider	Children's Integrated Playschemes Committee
Date of previous inspection	05/08/2009
Telephone number	01920 412 211

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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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