

Frome Association for Holiday Activities (FAHA)

Inspection report for early years provision

Unique reference number	142797
Inspection date	03/08/2009
Inspector	Beverly Anne Brimble
Setting address	Vallis Road, Frome, Somerset, BA11 3EF
Telephone number	01373 453973
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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

FAHA play scheme has been registered since 1988. The play scheme operates from the Youth and Community centre in Frome, Somerset. The play scheme has access to the main hall, sports hall, smaller room for messy activities and an enclosed basketball court and grassed area outside. The messy area is on a lower floor, with toilet and kitchen facilities available on the ground floor. The play scheme is open from 09.00 to 15.00 each weekday during school holidays. Children attending the play scheme are mainly from the local area and surrounding villages.

The play scheme is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend at any one time. There are currently 250 children on roll, of whom 25 are in the early years age group. The play scheme supports children with learning difficulties and/or disabilities.

The play scheme is ran by a committee who employ nine members of staff to care for the children, one of whom is the play scheme co-ordinator. Of the staff working directly with the children four hold level 3 early years qualifications in childcare, all other staff hold qualifications in caring for children and young people.

Overall effectiveness of the early years provision

Overall the quality of the early years provision is good. FAHA play scheme offers a warm, welcoming atmosphere for children of all ages, so they settle happily to play together and enjoy strong relationships with staff and with each other. It is an inclusive setting where children with learning difficulties and/or disabilities are very well supported, and the young children integrate with the older children well. Overall, children make good progress in acquiring a broad range of valuable skills and self-confidence. Parents share information about their children to help staff to meet their individual needs during their time at the play scheme. The play scheme is well established in the local community, and staff are committed to providing care in the holidays for children in the early years age group and beyond. Systems for self-evaluation are beginning to be developed and there is a satisfactory capacity to improve the provision.

What steps need to be taken to improve provision further?

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

- continue to develop systems for self-evaluation to help identify weakness or build on already good practice in order to promote continuous improvement of the provision and outcomes for children.

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking 17/08/2009

emergency medical advice or treatment, request information as to who has parental responsibility for the child, maintain a record of existing injuries and provide parents with details of how to contact Ofsted (Safeguarding and welfare)

- ensure that the risk assessment record contains sufficient information to show when it was carried out; by whom; the date of any review and any action taken as a result of the review (Documentation)

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The leadership and management of the early years provision

The management team, committee and staff are all experienced in their respective roles and are aware of the legal requirements relating to the holiday play scheme. They bring their knowledge and expertise from other settings such as local schools and pre-schools to enhance the children's experience at the setting. This is shown in the organisation of activities and their understanding of young children's needs. The staff are well deployed to supervise the children effectively, and are quick to support all the children to enable them to join in with planned activities, such as a visiting falconry display. Children are well protected because clear, comprehensive procedures relating to their overall health, safety and welfare are effectively put into practice by staff. Children are positively safeguarded because staff demonstrate a strong commitment to act in their best interests at all times. A good understanding of child protection issues and knowledge about the possible signs and symptoms of abuse ensure staff act effectively if there are any concerns. Robust recruitment and induction procedures ensure that all staff and volunteers who care for the children are suitable to do so. Risk assessments and daily safety checks enable the children to play in a safe and secure environment. However, details of when risk assessments have been carried out or reviewed are not maintained as a record, which is a requirement.

Partnerships with parents is promoted well. Parents are well informed about the play scheme through documentation relating to the provision, such as, policies and procedures. When children start at the setting parents share various information about their children to ensure their individual needs can be met effectively. Although, information relating to who has parental responsibility for their child, emergency medical treatment and existing injuries is not obtained, and parents are not given details of how they can contact Ofsted, which is a requirement. Staff take time to talk to parents at the end of each day to share information about what their children have done and achieved whilst at the play scheme, keeping them well informed of their children's progress.

The management team are beginning to introduce some systems for self-evaluation, such as, regular committee and management meetings, liaising with local authority advisors and seeking children's feedback about what they do at the provision. From these some areas for development have been highlighted for example, introducing a 'wishing wall' for the children. However, the systems used

are not yet fully effective in identifying all areas for improvement such as, obtaining required permissions from parents and fully addressing all recommendations from the last inspection.

The quality and standards of the early years provision

Children are happy, relaxed and at ease in the setting. They are treated with respect, and friendships between the children and relationships with staff are evident. Staff know the children very well; they interact with them positively, finding out about their likes, dislikes and the things they can do. Staff then use this knowledge to effectively support the children in their play and learning, which enables them to meet children's individual needs.

A good balance of child initiated and adult led activities are enjoyed by the children. They enjoy playing games such as, air hockey, 'giant four-in-a-row' and board games, being creative in the 'art and craft' area as they make models or paint pictures and take part in physical activities such as, playing team games, soft tennis or moving around in the 'giant hamster wheel'. Staff also organise further learning experiences for the children through planned activities. They take part in cooking activities, learn from visitors to the play scheme such as, a local theatre group and falconry display, and learn about the wider world as they join in with celebrations and festivals of different cultures. The children communicate well together and with staff members, they are focused on activities and are keen to have adult involvement. The children concentrate well and participate in their chosen pursuits, and this all contributes to the good level of behaviour shown by each child.

Children are developing a good appreciation of a healthy lifestyle; they have daily opportunities to benefit from fresh air when playing outside and taking part in physical activities. Children are offered nutritious snacks such as, toast with a variety of toppings and fresh fruit, and drinks are always available for them to access independently. Hygiene aspects are given a high priority with children being reminded of the need to wash their hands after using the toilet and before eating.

Children's awareness of safety within the setting is well promoted for example, they practise the fire drill weekly, to ensure each child participates and they know what to do in the event of a fire. They also take responsibility for their own safety when moving between the different activity areas, by informing a member of staff where they are going. Children are very well-behaved and they are involved in setting the boundaries for the play scheme. They discuss 'FAHA's rules' as a group each morning, knowing why these rules have been introduced and how to implement them. Staff encourage the children to manage minor conflict for themselves, and offer consistent praise and encouragement, which in turn helps to build the children's confidence and self-esteem.

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?	2
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?	2
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?	2

Quality and standards

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

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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