

# Leominster Play Scheme

Westfield School, Westfield Walk, Leominster, Herefordshire, HR6 8HD



<b>Inspection date</b>	2 August 2016
Previous inspection date	10 February 2014

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- Leaders have made rapid improvement since the last inspection. They have developed the key person role in support of children and families. Children develop their imagination and curiosity as a result of the improvements to planned activities tailored to their interests and goals.
- The manager and staff have very effective links with the schools that children attend. They have a good understanding of children's individual needs and complement their learning at school.
- Children are well behaved. They are well mannered, caring and have formed close relationships with those that care for them, and each other. As a result, all children quickly develop a sense of belonging and grow in confidence.
- Children eagerly join in with a wealth of rewarding activities which reflect their different abilities, interests which supports their individual learning. Staff encourage and praise children for their efforts. Children confidently make choices and try new experiences both indoors and outside, and when on a wide variety of outings.
- Parents provide positive feedback about the quality of care, education and the developmental progress their children make. This includes verbal feedback to staff and written comments on the settings social network site.

### It is not yet outstanding because:

- The leaders' use of supervision does not focus sharply enough on raising staff's professional practice to the highest level.

## What the setting needs to do to improve further

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

- improve the experiences for children further by enhancing staff's professional development, so that it focuses more sharply on improving key areas of practice.

### Inspection activities

- The inspector reviewed the improvements leaders have made since the last inspection and their plans for future improvement.
- The inspector spoke with leaders, staff, parents and children at appropriate times throughout the day.
- The inspector looked at a range of relevant documentation, which included a selection of policies and procedures, the suitability and qualifications of staff working with children and evidence of self-evaluation.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning and development.
- The inspector viewed children's experience journals and staff's planning of learning and development activities.
- The inspector carried out a joint observation with the play leader.

### Inspector

Esther Gray, Early Years Regulatory Inspector

## Inspection findings

### **Effectiveness of the leadership and management is good**

This is a well-managed service that moves from venue to venue. They provide specialised events for children and young people who have special educational needs or disabilities, and their siblings. Leaders ensure the activities are well planned, efficient and well resourced. Staff are enthusiastic and children appreciate the opportunities and choice that they provide in a cheerful environment. Leaders timetable a briefing session for all staff at the start of each day's events. This includes a reminder of the safeguarding arrangements for the venue and staffing provisions. The arrangements for safeguarding are effective. Staff are reminded of the process for child protection referrals and emergency evacuation and assembly procedures. Leaders make a comprehensive risk assessment of the venue prior to each club event. Leaders and managers roles and responsibilities are clearly defined. The trustees for the charity have ensured that they and the appropriately qualified, experienced staff are all checked and vetted to ensure children are safe and well cared for.

### **Quality of teaching, learning and assessment is good**

Teaching practice is good. Staff interactions with children and the layout of resources and equipment in support of all children's learning is well planned. All activities are initiated by children in some way. A discussion with the children at the start and end of each session ensures that children make informed choices about what they want to do. Children have fun and enjoy their time at the club. Staff are positive role models. They observe and plan well so that every child is offered a variety of opportunities to build on what they already know and can do. Children are excited as they play hide and seek with all staff taking part in the outdoor area. They speak about their day, look forward to and recall events that they have attended while being a part of the club over the years. Activities are carefully adapted to allow children of all age groups and ability to take part and achieve. All children develop skills that enable them to learn effectively and be ready for next stage of their learning and development.

### **Personal development, behaviour and welfare are good**

Staff establish strong relationships with children and their families from the outset. Parents provide detailed information about their children's care needs prior to them attending the setting. This helps staff support the children to settle quickly into the club and to plan effectively to ensure their health and safety is met at all times. The facilities and staffing arrangements are tailored to suit their individual needs. This ensures that all children have access to all of the activities offered. They are encouraged to recognise and respect others feelings. Children show concern when another child falls over and they look for one another on arrival. Children provide spontaneous feedback to staff, rewarding staff with homemade stickers 'for their good work and for being good'. Children and staff recognise the achievements of children throughout the day. Children are developing independence as they attend to their personal needs. They develop skills in: listening, to be confident to speak in group situations, forming relationships with their peers and being able to work through issues of conflict. Staff encourage all children to join in with activities and every child's voice is heard.

## Setting details

<b>Unique reference number</b>	EY356529
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	1048519
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	94
<b>Name of provider</b>	Marches Family Network
<b>Date of previous inspection</b>	10 February 2014
<b>Telephone number</b>	01568 614 908

Leominster Play Scheme was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a registered charity run by a management committee and operates a mobile service which operates from this location for more than 14 days a year. The play scheme serves the local and wider communities in Herefordshire and Shropshire. They operate from the main hall, two classrooms and associated facilities at Westfield School in Leominster. It organises care for children with special educational needs and/or disabilities and their siblings. There is an enclosed area for outdoor play. The play scheme opens on Monday and Tuesday during the school summer holidays and on one Saturday per month (dates vary), during the school term. Sessions last from 10.30am until 3pm. The play scheme employs 46 members of childcare staff. Of these, seven hold Qualified Teacher Status and two staff have PGCE's (one in Primary and one in Art & Design). There are also six volunteer staff who are unqualified. There are currently 2 children who are in the early age group.

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