

Brighter Opportunities Through Supported Play

Inspection report for early years provision

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Inspector	Patricia Mary Champion
Setting address	Pioneer School, Ghyllgrove, Basildon, Essex, SS14 2LA
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Brighter Opportunities Through Supported Play (BOSP) is run by a committee for children and young people with special educational needs and/or disabilities. It was registered in 2009 and operates from the main hall, sensory rooms, soft play room, dining hall, library and swimming pool within the Pioneer School in Basildon, Essex. All children share access to secure, enclosed, outdoor play areas in the school grounds. The premises has suitable access and facilities for people with disabilities. A maximum of 26 children aged under eight years may attend the out of school scheme at any one time. The Saturday club opens each Saturday from 10.00am to 3.30pm during school term times. The holiday scheme opens during selected school holidays from 10.00am to 3.30pm.

There are approximately 150 children and young people aged from five to 25 years on roll, of these, a small number are in the Early Years Foundation Stage. Children attend for a variety of sessions. The club serves a wide catchment area including the local community and surrounding areas. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The out of school scheme employs a bank of part-time staff. The managers and key persons working with children aged under eight years hold relevant early years or teaching qualifications. There are five staff that hold Qualified Teacher Status and seven staff with NVQ Level 3. There are four staff currently working towards a recognised teaching qualification and eight staff working towards an early years qualification. The setting receives support from the local authority, health professionals and therapists and 4Children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel happy and secure and really enjoy playing and learning in a friendly environment. The effective leadership and management and the experienced staff members ensure that the setting successfully promotes inclusive practice. The key persons work very closely with parents and external agencies to ensure that they can fully identify and meet the unique needs of each child. Their welfare and safety is given a high priority and written policies and procedures efficiently underpin the organisation of the setting and are clearly linked to the Early Years Foundation Stage. Systems of reflective practice and self-evaluation are developing well and demonstrate the strong commitment to further development and promotion of all outcomes for children.

What steps need to be taken to improve provision further?

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

- review and revise the record of accidents and first aid treatment to ensure that sufficient information is consistently recorded
- develop further the plans to improve storage facilities to enhance the opportunities for children to make more independent choices and take decisions in their play.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff are fully aware of their child protection responsibilities. There is a clear child protection policy that follows the guidelines of the Local Safeguarding Children Board. This ensures that staff act in the best interest of children if they have concerns about their welfare. Robust recruitment and vetting procedures and continued professional development support the clear motivation of the staff, ensuring children are cared for by enthusiastic, well-qualified adults.

The children benefit from a well-organised environment that has been prepared to meet their needs. Potential hazards are addressed through routine risk assessments both on the premises and while on outings. As the children attending can be unpredictable staff are alert to the need for on going risk assessment in the environment in order to maintain safety. This enables children to move around safely between rooms and activities. Comprehensive policies, procedures and records support the safe and effective management of the provision and safeguard children. However, there is potential for misunderstandings as the record of accidents and when first aid is administered does not always contain sufficient detail.

The one-to-one ratios and staff deployment are well organised, and the key persons work directly with the children at all times, providing them with continuity and security. The experience and knowledge the staff have of the children is reflected in the organisation and high level of care given. Staff are proactive in ensuring that all children have the opportunity to participate in a wide range of activities. Appropriate hoists or soft furnishings are provided to ensure that children can comfortably access their play and learning experiences. The management of the setting have already identified an action plan to improve further the storage facilities and are aware that this will enhance the opportunities for children to make more independent choices and take decisions in their play.

Staff liaise with external agencies to ensure that children get the support they need. As many of the staff also work as teachers or learning support assistants there are strong partnerships with the children's schools that enhance transitions and continuity in children's learning. The procedures for involving parents and keeping them informed of their children's development are very effective. Conversations with parents on a daily basis are complemented by written observations of children's achievements. Parents are keen to express their satisfaction with the provision. They say how happy their children are to attend the out of school scheme and they are delighted with the rapport the children build with the staff. The views of parents, staff and children are regularly sought and are

used to contribute to the setting's self-evaluation. Plans for the future are well targeted to bring about further improvement to the provision and management adopt a highly committed and conscientious approach to developing outcomes for children.

The quality and standards of the early years provision and outcomes for children

Children thrive as they enjoy a good balance of structured and child-led activities that engage them fully. They are able to flow freely and make choices between indoor and outdoor play. Children are encouraged to have a go at all the activities building on skills, and helping them to develop new interests. The staff's good understanding of child development and the Early Years Foundation Stage enable them to use a variety of methods when making positive observations of children's progress and achievements.

Children communicate in a range of ways including signing in which many of the staff are skilled. The children respond well to the staff and cheerfully greet or make gestures when they recognise their key persons on arrival. This indicates the children are happy with the staff and settle quickly, giving them the opportunity to have a fulfilling day. The staff sensitively respond to the children's interests, talking to the children about the activities they are taking part in, encouraging them to use resources or equipment appropriately and gain a positive experience. The key persons take children who are not mobile around to the different activities and further appropriately qualified staff such as lifeguards, sports and trampoline instructors or drama coaches offer energetic, imaginative or therapeutic experiences.

A wide range of activities are offered each session. Children develop independence skills and use all of their senses as they prepare fruit salad or make cakes. Restful and relaxing opportunities are provided for children to investigate light, colours and music in the sensory rooms. Children are offered a super range of outings to enhance their knowledge of the natural world and to offer more challenging physical experiences. For example, children visit country parks where they feed goats, investigate pond life or build dens in the woods. Children gain further understanding of the wider world and particularly enjoy using go-karts, horse riding or visiting the bowling alley under close supervision.

Children effectively understand and adopt healthy habits such as good hygiene practices and healthy eating. They come with their own lunch to the setting; this ensures their special dietary needs are catered for. They are provided with regular drinks and healthy snacks. Mealtimes are well organised and children sit together with staff, encouraging social interaction with their peers and adults. Children are developing an appropriate sense of safety. They understand the safety rules because staff explain to them about dangers, such as running indoors, and the possible consequences. Children's positive behaviour is rewarded with lots of praise and encouragement. Staff have clear behaviour management strategies in place and work with parents to provide stability for the children. Consequently, children

become active, inquisitive and curious learners and make good progress, given their starting points and capabilities.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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