

# Mohair Centre Holiday Workshops

Inspection report for early years provision

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**Unique reference number** 156379  
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**Inspector** Chris Mackinnon

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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

Mohair Centre Holiday Playscheme opened in 1996. It operates from a working farm near Chiddingly, East Sussex. The centre is easily accessible and children have the use of three indoor play and learning rooms within the farm buildings. Children also use a fenced outdoor play area and picnic area. The out-of-school setting is open five days a week during school holidays only, and sessions are from 08.30 until 18.00 pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend, including up to 30 children within the early years age group. The setting has a total of 400 children on roll, with 80 in the early years age group. There is a staff team of eight, and most have relevant childcare and play-work qualifications, with two currently training.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff are well trained and experienced, and successfully support children's welfare and learning. The setting provides a good range of well organised activities, and children enjoy caring for animals, art-crafts and outdoor play and learning activities. Individual children are successfully supported, and benefit greatly from the range of experiences provided at this farm-based out-of-school setting. The staff make much good use of self-evaluation, and show a strong and clear commitment to continuous improvement.

## What steps need to be taken to improve provision further?

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

- develop the range of learning opportunities provided for children in the outdoor play areas

## The leadership and management of the early years provision

The setting is well managed and successfully supports children's learning and welfare. The managers and staff are well experienced in organising out-of-school care, with nearly all staff having completed appropriate playwork training. Staff are also effectively organised and guided by their managers and are able to work together effectively, to ensure children enjoy and benefit from the activities provided. The staff team are effective in their support for younger children's needs, and key-persons are allocated to care for the early years children attending. Several staff have completed training in the Early Years Foundation Stage Framework (EYFS) and also have experience in early years care and practice. The setting has a number of strengths which can clearly be identified. The organisation of the play and learning and the planning of the activities, shows much commitment and consistency. Children are also well observed, and their development soundly monitored. The setting's play environment is also a

significant feature, providing as it does a unique blend of outdoor activities, learning challenges and care for animals.

The setting shows a clear and organised awareness of the need for continuous improvement. Staff recognise the importance of evaluating their practice, and meet regularly to review and assess the playwork programme. Staff also show capability in their use of reflective practice, with a de-briefing meeting held at the end of each daily session. Staff have also successfully completed a clear and detailed self assessment document, that accurately describes all aspects of the out-of-school care, including areas for development.

Staff are confident in their ability to be inclusive and provide care for children over a range of ages. Staff work effectively with parents and other carers, to ensure individual children's interests are known and supported. Staff gather information from parents through questionnaires and staff also regularly take note of the children's own thoughts and responses. Staff take time to talk with parents and to discuss their children's enjoyment and how they are benefiting from the setting. Children are effectively safeguarded, and security and safety within the setting is well organised. Staff work closely with the children, encouraging positive relationships and providing good support for their confidence and development. Staff also have appropriate child protection training and the setting has clear written guidance on safeguarding procedures.

## **The quality and standards of the early years provision**

The out of school setting provides a well organised and carefully planned range of activities to encourage children's ideas and challenge their abilities. A series of learning themes are used to generate activities over the holiday periods, and a daily timetable is also produced for children to choose and select their preferences. Children enjoy a wide range of farm-based activities, including learning how to care for a range of different animals. Children also enjoy many outdoor activities, and have fun projects, building and making items from wood and different materials; as well as using the farm fields to learn outdoor skills. Children also have a wide range of art-craft activities, and are effectively helped by staff to explore and adapt resources and create their own games. The children within the early years age range are also effectively supported in their learning, with planned activities and age appropriate resources provided to successfully support their continued learning.

The staff have a clear and confident knowledge of how to support children's learning progress. Many of the activities and projects presented, focus on developing children's knowledge and understanding of the world. Children's creative learning and problem solving, is also well promoted, with a good example being the organisation of ongoing art project, making a large display out of coloured felt. Children's physical development is consistently supported, with many outdoor activities presented to challenge children's thinking and encourage their ability to work together, and join in with the group. Staff are well trained and have a good awareness of the six learning areas. Staff make good use of questions and talking with the children, to effectively extend their learning, particularly with their

personal and social development.

The setting's staff take good care to observe and assess how children enjoy and engage with the activities. Staff also take note of individual children's interests and learning stages, to ensure they are appropriately challenged and able to benefit from their experiences. Clearly organised notes are kept to record children's participation, which are based on the every child matters outcomes and playwork principles.

The setting effectively supports children's welfare and is well organised to meet their care and learning needs. Children have access to a range of safe and secure outdoor play areas. Children also have access to indoor premises, with a wide range of safety procedures in place. For example, there is much written guidance and regular prompting provided to encourage children to wash their hands and maintain good hygiene. Children are also effectively supervised as they work and move between the animals and farm buildings. The setting has well produced and detailed risk assessments, that are regularly reviewed, covering all parts of the playscheme, and all the outdoor areas used. The promotion of children's health is effectively organised, and staff effectively support children's growth and fitness.

Children's enjoying and achieving is confidently supported, with staff offering a wide range of activities to provide fun, challenges and interest for the children. Many creative activities are provided, including painting and working with wool and fabrics. Children are also encouraged to be inventive with a wide range of assembly and construction materials. Children also enjoy engaging in quieter activities like story-telling, reading and playing computer games. Staff effectively consider the learning needs of the early years children attending, with allocated key-persons in place to ensure individual children's confidence and learning progress is guided and promoted. Children have frequent access to outdoor play and have many activities to promote their physical confidence. An enclosed outdoor play area is provided, where children can climb and balance, but the range of opportunities to support and challenge their learning and problem solving outdoors, is currently limited. The setting does have clear plans however, to re-organise outdoor play, particularly for the younger and early years children attending.

Children's behaviour is consistently well managed and staff show skill in enabling the children to co-operate and work successfully together. Children are encouraged to recognise the needs of others, and to learn how to share and be part of a team. A well produced behaviour and house-rules policy is also in place, that follows established playwork principles. Throughout the many activities children are encouraged to explore and be inventive, with a wide range of activities, games and playwork tasks. The setting is also inclusive in its practice and well experienced in representing and reflecting diversity. Children with a wide range of abilities are successfully supported and encouraged to gain skills, have fun and try a new range of experiences, during their holiday periods.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
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