

# Smartcare Holiday Club

Inspection report for early years provision

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**Unique reference number**

EY366115

**Inspection date**

11/08/2009

**Inspector**

Suzette Butcher

**Setting address**

Waverton Village Hall, Common Lane, Waverton, Chester,  
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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

Smartcare Holiday Club is situated in Waverton Community Centre in Waverton near Chester. Facilities in the community centre include a large sports hall, side rooms, kitchen, and grassed and hard-surfaced playgrounds. It was registered in 2007 and is privately owned and managed by Smarties Smart Care Limited. Sessions are held each weekday from 8am to 6pm during school holidays only. Children share access to outdoor play areas.

The setting is registered to care for a maximum of 32 children aged from four to eight years at any one time. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently 250 children on roll, of whom, 19 children are in the Early Years Foundation Stage (EYFS). The setting supports children with learning disabilities. There are seven staff employed. Of these, four hold appropriate early years qualifications

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy being together and have fun in the inclusive environment where their individual needs are successfully met. A good balance of adult-led and child-initiated opportunities encourage children to become active learners, who develop creativity and critical thinking. Management and staff rigorously safeguard and promote the welfare of children in the welcoming setting, although key worker systems are not fully established. Information is shared effectively with parents and carers and appropriate links are maintained with other providers and support agencies. Management and staff identify clear goals to develop their practice and continually improve the overall quality of the provision.

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

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

- increase opportunities to identify children's individual progress and achievements.

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

- assign a key worker to each child within EYFS (Organisation).

15/09/2009

## The leadership and management of the early years provision

Management are highly skilled and experienced in providing care and education for children. They demonstrate a strong commitment and capacity to provide good

quality holiday provision for children within the primary school age range in the local area. Strong support links are maintained with the provider's nearby nursery setting and this promotes good continuity and stability within staff. Effective procedures are in place for management and the staff team to reflect on the holiday scheme's strengths and weaknesses and self-evaluation systems clearly identify key areas for improvement. Parents and children are consulted in questionnaires and their opinions are highly valued and used to inform future developments.

Children's welfare is given a high priority within the setting where they are fully safeguarded through robust recruitment and employment procedures. Staff appraisal systems are in place to re-confirm staff suitability, identify training needs and involve staff in the general organisation. Staff are committed towards continuing their own professional development and they attend relevant training courses to improve their knowledge. For example, the manager is currently working towards achieving Early Years Professional Status. Management and key staff members have a good understanding of EYFS and the underpinning principles of effective early years practice. They informally observe and assess children's progress within the early years age range although opportunities to celebrate children's individual progress and achievements are not clearly established. Staff work well together as a team where they understand their roles and responsibilities. High adult to child ratios are maintained to provide support for children across the age ranges and ensure appropriate supervision is in place in the indoor and outdoor environment. However, staff have not been officially assigned special responsibilities as key workers for each child within EYFS, which is a breach of requirements. Children's safety is maintained through comprehensive risk assessment procedures. Checks are completed by the health and safety officer on a regularly basis and an external consultant completes an annual audit. Staff vigilantly check all areas of the holiday scheme environment on a daily basis to fully protect children in the shared premises where the general public have access.

There are effective systems in place to promote friendly, professional partnerships with parents and carers. Policies and procedures are accessible to parents and further details, such as menus and weekly planning, are displayed on notice boards. Staff share information about individual children's progress during informal chats at handover times and strong links are maintained with nursery staff. Parents appreciate the opportunity for their child to mix with a group of older children, with discreet support from staff, when they are due to transfer to school. They comment that 'the care is fantastic' with 'very friendly, approachable and accommodating staff'. Inclusive practice is actively promoted so that all children's welfare needs are met and their different cultural backgrounds are acknowledged. Inclusion audits are completed to improve provision and accessibility for children with learning disabilities and difficulties. The required records and documents are in place and reviewed regularly to reflect any changes in legislation. They are stored securely, with key staff knowing where to access the individual details required so that they can give appropriate care.

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

Children are happy and confident in the relaxed, friendly environment. They enthusiastically greet staff and each other and eagerly discuss plans for the day and offer suggestions. New children are warmly welcomed and quickly settle into the setting's routines. The staff's friendly, supportive approach means children are motivated and eager to participate as active learners. Staff appreciate the differing needs of children during school holidays. They create an inviting, enabling environment where children eagerly choose from the suitable range of accessible resources and activities. They are offered opportunities to join in energetic games of football, cricket or basketball and enthusiastically take their turn in ring games or whole group activities. Children learn to make their own decisions as they are encouraged to express their own ideas. They initiate and develop imaginative dramas, such as Charlie and the Chocolate Factory, and eagerly put on a show for everyone else. Children across the age ranges are actively included in all the activities and learn from each other in the supportive atmosphere. The holiday scheme is organised around a enticing weekly theme, such as Water, water everywhere or Horrible histories and medieval games. This provides imaginative adult-led opportunities to extend children's experiences and learning. For example, visiting experts provide football or fencing coaching or bring different animals into the setting. Children are regularly consulted and planning is flexible and frequently adapted to follow their interests or changes in the weather. Children investigate mole hills on the large field and decide to create skeletons as they pretend to be archaeologists. Children are encouraged to think creatively as they mix potions or invent creative gadgets. They use recycled resources to design their own castle with a drawbridge or experiment mixing different colours in gloop. Staff understand the value of group activities in promoting skills, such as problem solving and working cooperatively together. Children have fun building dens and discussing how to improve their projects. These skills contribute towards the children's future economic well-being.

Children learn to share, take turns and to interact positively with their peers as they play and follow the staff's calm, consistent and respectful example. Minor disagreements are skilfully dealt with in a way that is appropriate to each child's age and stage of development. Children's opinions are highly valued and they are encouraged to accept responsibility for maintaining a safe environment as they tidy away resources or agree house rules. This helps children to develop a strong sense of belonging and positive self-esteem. Consequently, children are well-behaved and begin to consider each other's feelings and the consequences of their actions. They learn to recognise and respond to risks and dangers when, for example, they discuss how they could improve their emergency evacuation procedures. Resources and activities contribute to nurturing the children's positive attitude towards people who are different from themselves.

A healthy lifestyle is actively promoted with regular opportunities to play outdoors in the fresh air. Children are encouraged to consider the benefits of regular exercise as part of a healthy lifestyle as they play energetic games outdoors or in the large hall. An exemplary range of healthy, nutritious meals and snacks are cooked on the premises each day by trained staff. This is a key strength in the

setting and recognised in a Platinum healthy eating award. Parents appreciate the 'excellent menus' and children's preferences and dietary needs are acknowledged. Children confidently help themselves to drinks, with fresh drinking water always accessible. They understand the importance of regular drinks for hydration after exercise or during hot weather. Meal times are social events where staff and children sit together and enjoy each other's company. Children proudly take turns to help and serve food to their friends.

## 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?	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