

Seesaws Kool Kids Holiday Club

Inspection report for early years provision

Unique reference number	229054
Inspection date	19/08/2009
Inspector	Sally Ann Smith
Setting address	Baptist Church Hall, Chester Road, Wylde Green, Sutton Coldfield, W Midlands, B73 5HY
Telephone number	0121 350 2779
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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

Seesaws Holiday Club registered in 1998. It is linked to Seesaws Day Nursery on Chester Road, Sutton. The group operates from the Baptist Church on Chester Road. The facilities include the Tintab Hall, small hall, kitchen and toilets. There is no outdoor play area but arrangements are made to take children to the local playing fields on a regular basis.

The holiday club is open five days a week during school holidays. Sessions are from 7:30am until 6:30pm. The club is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently 103 children on roll.

The club employs 10 staff to work with the children, of whom seven hold an appropriate qualification.

Overall effectiveness of the early years provision

Overall the quality of care is good. Children's learning and development is positively fostered and staff ensure that children are involved in decision making about all aspects of their care. This ensures that all children are fully included in the setting and have their individual needs met. The setting liaises with parents about their child's care so that they are fully supported. Staff regularly evaluate practice which ensures that improvements are ongoing.

What steps need to be taken to improve provision further?

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

- encourage further opportunities for children to know about and choose healthy snacks
- develop further the systems for self-evaluation and quality improvement processes as the basis of ongoing internal review.

The leadership and management of the early years provision

Staff have a good understanding of the Early Years Foundation Stage and as a result, children's welfare, learning and development is effectively promoted. Staff are clear of their roles and responsibilities and deploy themselves well, supporting and engaging with children regularly throughout the sessions. A good key person system is in place so that staff build positive relationships with their key children and know their individual likes and preferences. Staff meet regularly to evaluate the planning and make any necessary improvements. Evaluations take into account both the parents' and children's opinions. The manager has begun to look at the strengths and areas for development within the setting using the self-evaluation form, although this is still in its infancy.

Partnerships with parents are good and information is regularly shared so that the needs of all children are met. Parents have access to the operational plan which enables them to have a clear understanding of the policies and procedures which underpin the sound care and learning that children receive. Staff load photographs onto the computer daily to provide a slide show so that parents can see the activities their children are involved in.

Staff demonstrate a sound understanding of safeguarding policies and procedures. They can clearly identify the signs and symptoms which may give rise to concern and report these to the appropriate agencies. Comprehensive risk assessments are in place to ensure children play and learn in safe indoor and outdoor environments. All of the necessary consents are in place to promote children's safety.

The quality and standards of the early years provision

Staff have a sound understanding of the Early Years Foundation Stage which ensures that children have enjoyable play and learning experiences whilst at the setting. Children are fully included in all aspects of the planning and regularly contribute their ideas and suggestions. This ensures that activities meet children's interests and they are happy in their environment. Staff see the room as a blank canvas and it is the children who decide as to how resources and equipment should be laid out on a daily basis. On one day the tables may be organised down the centre of the room, whilst the next day the children may organise them around the periphery. Planning is based on previous evaluations so that activities are based on children's interest and preferences. This ensures that children feel valued and have a sense of belonging to the group. Staff use planned and spontaneous observations to plan for each child's individual learning journey. An effective key-person system is in place ensuring that planning is matched to children's individual needs so that each child is challenged and makes progress in all areas of learning and development. Close partnerships are established with parents so that they can share their perceptions of their child's starting points. Staff are beginning to evaluate activities and plan for children's next steps so that future planning can be informed.

Children play in a stimulating environment which ensures they do not become bored. They speak positively of their time at the setting and the fun times they have. All areas of learning are effectively covered to ensure that children make good progress. For example, prior to a trip to an Italian restaurant, children research the country of origin, its customs and cultures. Children devise their own menus for special occasions such as Eid. They celebrate by laying tables to eat their banquet and dress in traditional clothes. Parent volunteers show children the art of making and wearing a sari and children take part in Indian dancing. Children discuss their culture and the different language and words they use. For example, a Greek child informs staff and children that he calls his grandmother 'yiayia' and grandfather 'papous'. This raises children's awareness of different religions and cultures.

Children have access to a good range of indoor and outdoor physical play.

Generally, meals and snacks are healthy and nutritious incorporating fresh fruit and vegetables on a daily basis. However, this is somewhat compromised when children have packed lunches as these often include crisps and sweets. This means that children do not consistently learn about a healthy diet. Staff are vigilant with regards to children's safety and effective strategies are in place to ensure children are safe at all times. Behaviour is effectively managed and children are very clear about staff expectations and boundaries. They are polite and courteous at all times and receive regular praise from members of the public and staff from the venues they visit who speak positively of their manners and good listening skills.

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.	2

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?	2
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?	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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