

Redwood Kids Holiday Club

Inspection report for early years provision

Unique reference number	253576
Inspection date	02/03/2009
Inspector	David Matthews

Setting address	Redwood Drive School, Redwood Drive, Waddington, Lincoln, Lincolnshire, LN5 9BN
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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Redwood Kids Holiday Club has been registered since 2000. It is run by a voluntary management committee. The club operates from Waddington Redwood Primary School, near Lincoln. The large hall, playground and playing field are regularly used. Occasionally the smaller hall and a classroom are used.

The club opens each weekday after school from 15.05 until 18.00. Sessions during the holidays are from 08.30 until 17.00. The breakfast club opens from 07.45 to 08.50. The club runs every half term holiday, one week at Easter and the first three weeks of the summer holidays. It is closed in the Christmas holidays. The after school provision and breakfast club offer care to children attending the school whilst the holiday provision serves the local area and beyond.

The club is registered to care for 32 children aged from three to under eight years at any one time. Children aged up to 11 years also attend. There are currently 128 children on roll of whom eight are in the Early Years Foundation Stage. The club currently supports children with learning difficulties and/or disabilities. It can also support children who speak English as an additional language.

Of the five staff who work with the children regularly, four have appropriate qualifications at Level 3. The club receives support from the Lincolnshire Early Years and Childcare Development Partnership. There are also links with the Early Years Foundation Stage staff of the school whose site it shares. The club is a member of 4Children and achieved its 'Growing in Quality' accreditation award in 2004. It is on the voluntary and compulsory parts of the Childcare Register and the Early Years Register. There is suitable access for adults and children with disabilities.

Overall effectiveness of the early years provision

Provision at Redwood Kids Holiday Club is satisfactory. It meets the needs of children in the Early Years Foundation Stage adequately. It provides a caring setting and promotes the inclusion of all children well. Sound leadership is enabling the setting to demonstrate satisfactory capacity for continuous improvement. Links with parents are strong and they are pleased with the level of care provided by the setting.

What steps need to be taken to improve provision further?

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

- assess and record children's progress towards the early learning goals
- use the process of self-evaluation to identify the priorities that will bring about most improvement.

The leadership and management of the early years provision

The leadership of the early years provision is satisfactory. The manager promotes strong teamwork amongst staff so that all work together to provide a caring environment where children's welfare is paramount. A strong partnership with parents is reflected in parents' positive comments about the club's effective use of key workers and the children's good progress in gaining confidence and social skills. Parents appreciate the fact that their children can relax at the club. They are less aware of any learning that takes place. Links with the school's early years staff are helpful in meeting the needs of children with learning difficulties and/or disabilities.

Satisfactory management is responsible for suitable improvements being made in the learning opportunities provided for children. Staff reflect satisfactorily on the effectiveness of the club and have recently adopted a nationally recognised system to support the process. As yet, however, the arrangements are not leading to the identification of the priorities that would lead to the most improvement.

Arrangements for safeguarding children are robust, regularly reviewed and carefully managed. The environment is safe and supportive, and children are taught to be safety conscious without being fearful.

The quality and standards of the early years provision

Staff promote children's welfare well. Children's well-being is central to the life and work of the club, and this is reflected in the warm relationships at all levels and the confidence that children and parents place in the staff. Children behave well because of the good level of care they receive. When children arrive they freely share any concerns and feelings that they have and the adults empathise with them. Children are helped to feel secure and comfortable and they can rest after a busy day at school, if they so wish, in a cushioned area. Some choose to observe the older ones with whom they have a good rapport. Welfare requirements are met effectively. For example, children's occasional accidents are handled well because staff have up to date first aid qualifications. Because a system of key workers is used, children benefit from the care and understanding of an adult who knows them particularly well.

Children thoroughly enjoy their time at the club. They achieve well in their personal development, while achievement across other areas of learning is satisfactory. Children make satisfactory progress in acquiring skills for the future. Adults help children to make a good contribution through making friends, respecting one another and making choices. Staff effectively teach children to behave in ways that are safe for themselves and others, and they enable them to be physically active through the range of opportunities that they provide.

Adults promote children's learning and development satisfactorily. Children make good progress in developing social skills because the caring atmosphere fosters successful relationships between adults and children and between the children

themselves. Older children care for the younger ones and freely share their activities with them. A satisfactory range of opportunities allows children to develop their skills across different areas of learning. Some children make good progress in learning information and communication technology skills through chances to investigate a variety of resources. Assessment is used satisfactorily to plan activities but as yet, there is no recorded measure of children's progress towards the early learning goals.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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?	3
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?	3
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?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.