

# Kidzsize Holiday Club @ Redbourn Upper School

Inspection report for early years provision

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<b>Unique reference number</b>	EY359082
<b>Inspection date</b>	23/07/2009
<b>Inspector</b>	Lynne Kathleen Talbot
<b>Setting address</b>	Redborne Upper School, Flitwick Road, Ampthill, BEDFORD, MK45 2NU
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<b>Type of setting</b>	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**

Kidsize Holiday Club @ Redbourn School registered in September 2007. The provision operates from Redbourn Upper School in Ampthill Bedfordshire. Children use one large sports hall situated in the school building. The group serves the local and wider area. The building is accessed via ramps and single step. Children use the extensive secure outdoor play area.

The provision is open each Easter and summer holidays and sessions are from 08:30 to 16:30. A maximum of 30 children may attend the provision at any one time. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 153 children on roll, all of whom are within the Early Years Foundation Stage (EYFS). All children attend other settings during term-time. There are 12 staff members working different weeks and sessions; all of these hold relevant qualifications.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Planning for activities is inventive and linked directly to learning and development in line with the principles and requirements of the EYFS. Staff create a very welcoming environment making sure that every aspect of welfare is addressed and that children are safe; safeguarding procedures are robust. Strong relationships with parents and children identify care needs and address issues of inclusion enabling every child to achieve their potential within the setting. The provision monitor their provision across the areas served thereby forming suitable links with other provisions of the EYFS. Procedures for self-evaluation are well established and lead to continued improvement which is responsive to the needs of its users.

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

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

- consider developing aspects of the educational programme with particular reference to extending opportunities to build with a variety of materials and introducing children to the wider world around them through creative and play opportunities.

## **The leadership and management of the early years provision**

Comprehensive policies and procedures ensure that all children's needs are met. Staff use vigorous daily routines and comprehensive risk assessments to check that hazards are minimised. Staff are vigilant maintaining and recording ratios of staff to children in each group. Group folders with clear outlines of roles and responsibilities of adults are used. Staff challenge any person on the main site (this is a large school where other facilities are used by external users) to maintain

safety for children. Procedures for evacuation are detailed and discussed every day with children, the procedure is carried out with children with further evaluation of its success. Safeguarding procedures are robust and understood by all staff. These measures demonstrate the high regard given to maintaining safety for children.

Clear recruitment and induction procedures are in place. Staff review training, such as safeguarding and first aid during each induction prior to the new scheme. Training needs are given emphasis with all staff seeking and updating training through Kidsize multi-skills and early years specialists identified; this ensures continued development. Self-evaluation procedures are well-established including site evaluation and feedback, management evaluation and forward planning, and the introduction of parent questionnaires and child feedback forms. Internal monitoring and evaluation of each setting takes place and this ensures that staff adhere to high standards at all times. These methods ensure improved outcomes for children.

The staff and management work very effectively with parents where children have specific needs developing strategies for care and adapting programmes to make sure that every child is fully included and able to participate successfully. Efficient methods to share information are in place including a parent portfolio, notice boards and steps to promote healthy lifestyles through information and displays for healthy eating and exercise.

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

Children are provided with a very good range of opportunities to support their development with an emphasis being on sports and healthy activities whilst children gain excellent awareness of personal safety and develop confidence and self-esteem. Each day children and staff meet together to reinforce teamwork. The day starts with the teams deciding a name for themselves using key words which may include descriptive words or objects. They show a strong sense of belonging as they work together with their key staff to decide this name, chant it to the other team and try to gain points for their team. Throughout sessions the children are awarded points for excellent behaviour, attitude, effort and achievement which result in certificates and stickers. This method encourages them to work together with an emphasis on good attitude and developing very good social skills and awareness of others around them.

Children participate in self-chosen activities as well as the structured play plans that form the core of the day. These planned activities offer new and exciting physical games, sports and parachute activities. Children become highly animated, for instance, when taking part in imaginative physical play that requires them to become objects and characters using their imagination, listening closely to instruction and being very spatially aware of others around them. They discuss the size of animals and objects that they describe in the jungle, they count and explore how animals with four or eight legs may move across the ground, and they remain engrossed in the activity because it is sufficiently structured to engage their interest.

Young children try new sports, such as hockey where they explore skills with a ball and hockey stick, work cooperatively in teams and pairs, and discuss safety at length showing that they understand how to use large objects in a safe manner. They enjoy group games where every child is fully involved, such as with a parachute when they play 'sharks and lifeguards'. Every child is respected as an individual and is given support where necessary in a sensitive manner to enable them to achieve alongside older or larger children. Other activities engage children, such as craft works making finger puppets of dinosaurs when the children engage in discussions about history and the extinction of dinosaurs, design, care for the materials and show appreciation for each others' works. They explore natural materials, for instance, making picture frames from twigs to display photos or pictures as they choose. However, children have limited opportunities at this time to explore the wider world or become aware of other cultures or communities within general activities. Free choice activities do include facilities to build and create structure but these are limited and offer little scope for detailed works or finer construction.

Children's health and welfare are very positively promoted and are key strengths because staff take every opportunity to develop children's understanding of healthy living. They discuss safety at every opportunity and explain clearly to staff why they use materials safely, why they take care with scissors when using them or moving them, why they move around the premises in pairs, and what the importance of the emergency evacuation is and how they must behave. They show an excellent awareness of personal safety. Children enjoy bringing fruits into the setting for 'fruity Thursday' and know that healthy eating will help them to have good health. They seek drinks independently throughout the day and consider the effect that exercise has on their heart and health. They listen to their heart and feel its beat after exercise and know that they need to warm up their body before taking part in vigorous physical exercise. The sports emphasis at this playscheme ensures that children are engaged in new exciting physical activities promoting their understanding and enjoyment of long-term health.

## 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?	3
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?	1
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