

# Excel Sport and Leisure

Inspection report for early years provision

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<b>Unique reference number</b>	130494
<b>Inspection date</b>	10/08/2009
<b>Inspector</b>	Jane Mount

<b>Setting address</b>	Edge Grove School, High Cross, Aldenham, Watford, Hertfordshire, WD25 8NL
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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**

Excel Sport and Leisure known as Club Excel is a multi-activity day camp. It was registered in July 2000 and is a privately run organisation. It operates from Edge Grove School, High Cross, Aldenham, Hertfordshire and has use of a number of classrooms, a sports hall and theatre and associated facilities. Children have access to the schools extensive outdoor areas. A mini camp operates for children aged three to four years and is based in the prep building and has its own facilities.

The setting is open Monday to Friday during the Easter and Summer holidays. Sessions are from 9:30am to 3:30pm and an extended day is offered between 8:30am and 5:30pm. The camp is registered to care for 170 children between the ages of three years and eight years with no more than 50 in the early years age group. In addition, the camp also provides care and activities for children up to the age of 13 years. There are currently 182 children on roll and the setting is not in receipt of nursery education funding. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. Ten staff work with children in the early years age group, some of whom hold early years qualifications including the manager and the Early Years Foundation Stage (EYFS) co-ordinator.

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

Overall the quality of the provision is good. The setting provides effectively for children in the EYFS and close links with parents ensures children's individual needs are met. A welcoming, inclusive environment is provided and children's learning is promoted through the provision of a varied range of developmentally appropriate activities and play experiences. Children's welfare is protected by a staff team who effectively implement the settings policies and procedures. Most documentation required for the safe and efficient management of the setting is in place and is generally well-organised. The provider has a positive attitude to improvement and is fully aware of the setting's key strengths and areas for further development. Some systems, such as self-evaluation to monitor practice to ensure continuous improvement, have been implemented although they are in the early stages of development.

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

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

- develop further systems to monitor and evaluate to encourage reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for further development that will ensure continued improvement.

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

- ensure written parental permission is sought for all children at the time of their admission to the provision to the seeking of emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).

25/08/2009

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

Staff are led by a committed management team who are clearly focused on ensuring the implementation of the EYFS and overall this is very effective with staff developing a secure knowledge and understanding of the framework. Consequently, children's welfare is protected and their learning and development is promoted. Documentation required for the safe and efficient management of the provision and to meet the needs of the children is informative and generally well-organised. It is currently under review to ensure it fully reflects the EYFS framework and requirements and most records, policies and procedures are in place. For example, highly effective registration systems ensure children's attendance is accurately recorded and therefore, children's safety and welfare are fully protected. Important information is obtained from parents such as emergency contact numbers and details of medical conditions including food allergies. However, written parental consent from parents for emergency medical treatment is not yet in place for all children who attend the camp.

Children's safety is fully protected and arrangements for safeguarding children are robust. For example, children are closely supervised and the security of the premises ensures children remain safe. Detailed risk assessments ensure potential hazards are identified and minimised which results in a safe environment for children. Children's welfare is safeguarded as procedures are in place to ensure all staff have a secure knowledge of child protection and are familiar with the procedures to follow if they did have a concern. For example, there is a named person responsible for child protection who ensures staff are aware of the correct recording and reporting procedures and a safeguarding policy is in place which details how children's welfare is protected.

Recruitment and vetting procedures ensure staff are suitable to work with children and effective systems, such as staff induction ensure they are clear on their roles and responsibilities. Consequently, staff work well together as a team which has a positive impact on outcomes for children. Children's needs are met because staff are well-informed with information shared on a regular basis. For example, staff meetings are held at the beginning of each day to make staff aware of any individual needs children may have and again at the end of the day to discuss any issues that may have arisen during the course of the day. Some processes are in place to monitor and assess the quality of the provision. For example, a self-evaluation system to monitor and extend effective practice and to ensure continued improvement has been recently introduced which the setting plans to develop further. Also, verbal feedback is actively sought from parents with plans to introduce a parent questionnaire in 2010.

Good use of space and resources and generally effective staff deployment ensures an environment that is fully inclusive. As a result, children are happy and confident in their play and develop a strong sense of belonging as they feel included and welcomed into the setting. Children benefit from the effective relationships that staff have developed with parents and carers and this significantly contributes to children's well-being. For example, parents and carers are provided with good quality information about the setting such as a parents' brochure. Information is exchanged on a daily basis between staff and parents which ensures children's individual needs are met and they receive continuity in their care. Consequently, children are fully supported and their individual needs are catered for and met.

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

Staff are developing a secure knowledge and understanding of the EYFS welfare requirements and are proactive in implementing some effective strategies to promote and safeguard children's health and well-being. For example, children's health is protected as staff are fully aware of the correct procedures to follow if a child becomes unwell or has a minor accident. Children have regular opportunities to learn about how to stay healthy and about personal care routines. For example, they discuss the importance of hand washing and most children wash their hands before eating and after visiting the toilet without being reminded by staff. Children are developing a good understanding of healthy eating and when asked know it is important to eat plenty of fruit and vegetables. They are encouraged to have healthy food choices in their lunch boxes and fruit is offered in the tuck shop. The environment is safe and children are learning how to keep themselves and others safe. For example, they know it is important not to run when inside. Emergency evacuation procedures are practised with the children and consequently, children are beginning to learn how to stay safe in an emergency. Children's behaviour is managed well due to the clear and consistent approach of the staff who promote positive behaviour with praise and encouragement used regularly which develops children's sense of achievement and self-esteem. Staff are positive role models.

Staff are developing a growing knowledge and understanding of the learning and development requirements of the EYFS framework and this is reflected in their practice. Children have opportunities to experience a varied range of activities and play experiences which ensure children have fun and which covers the six areas of learning. As a result, children are happy and keen to join in with the activities. Staff work in close partnership with parents to ensure children in the EYFS have their individual learning needs addressed appropriately. The planning of activities is flexible and takes account of children's interests and their abilities. Staff ensure children are purposefully engaged in their chosen play and are on hand to offer support. Adult-led and child-initiated activities are well-balanced to encourage children to be active learners with the indoor and outdoor environments used to their full potential. Consequently, children are making good progress in their learning.

Children's physical development is fostered with plenty of opportunities to exercise incorporated into the daily routine. For example, they keenly participate in

parachute games and enjoy ball games and races. Younger children enjoy practising their jumping skills on the bouncy castle and confidently negotiate around obstacles when riding on bikes or pedalling in the small cars. Older children enjoy games such as dodgeball, swimming and football. Children's creative development is fully promoted with regular opportunities available for children to express themselves creatively. They are able to experience a varied range of art and craft activities such as painting, drawing or playdough. For example, children enjoy using their imaginations when designing and making a large underwater collage picture to display or listening to a story about frogs and then making pictures to take home. Children listen and respond with enjoyment when listening to stories. Children develop confidence and understanding in problem solving, reasoning and numeracy through a varied range of activities such as learning to confidently count when playing games. Staff promote a positive awareness of diversity through encouraging discussion and children have access to activities that develop their knowledge and understanding of the world.

## 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