

PD's Holiday Fun Club

Inspection report for early years provision

Unique reference number EY348336
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Inspector Stephanie Matthews

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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

PD's Holiday Fun Club is a facility for out of school care, which opened in 2003 and re-registered in 2007. It operates from the school hall at Liss Junior School, which is about a mile from Liss village centre, near Petersfield in Hampshire. The school has facilities for those with disabilities. It is registered for 50 children aged from four years to under eight years. Children aged eight to eleven also attend. Currently there are 56 children on roll. The setting are registered on the Early Years Register, and compulsory and voluntary parts of the Childcare Register. Children may attend on a sessional or full time basis. The group opens five days a week, on specific dates during school holidays. The club is open from 08:00 until 18:00 but breakfast and late afternoon sessions take place on the nursery school site where there are catering facilities. Children have access to a hall, toilet facilities and school playing fields.

There are five staff members who are currently employed to work with the children. The manager is qualified to NVQ Level 5, two other staff are qualified to Level 3 and another is a qualified teacher of early years children. The other member of staff is a student with experience in play work and sport. All staff are qualified in paediatric first aid and food hygiene.

Overall effectiveness of the early years provision

Overall, the quality of the childcare provision is good. A carefully planned programme of activities, trips and visits meets the needs of children well. Management is effective in ensuring that accommodation; resources and staffing are used well. All safeguarding procedures are in place and the setting is fully inclusive. The leadership has a clear focus on review and evaluation and good progress has been made since the previous inspection. The setting has a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- review procedures for storing information to ensure that it is more readily accessible
- ensure children are encouraged to develop more healthy eating habits when using the tuck shop

The leadership and management of the early years provision

The leadership and management of the early years provision are good. The supervisor, who has responsibility as key worker for Early Years Foundation Stage children, is experienced and well aware of the needs of this age group. Activities meet the needs of young children well although progress is not formally monitored or recorded at present. The manager provides good leadership and clearly

understands the requirements of younger children because she also manages the nursery that accommodates a play scheme for pre-school children. Children's needs are met very well through the well-planned activities and the excellent range of trips and visits. The play scheme also uses a range of visitors who provide, for example, exhibitions of Irish dancing or coaching in basketball and football. The setting has not completed a full self-evaluation but it is in the process of doing so. It reviews activities, trips and visits and reflects on how they might be improved. Parents and children fill in questionnaires and have the opportunity to make comments on provision. Safeguarding procedures are thorough and policies are in place, although accessing information is not sufficiently easy at present. Partnership with parents is good. They receive very clear information about activities and they are particularly pleased by the flexible nature of provision. Children can attend for the whole time the scheme is open or opt into specific sessions. This meets the needs of parents and children well. This flexibility reflects the inclusive nature of the play scheme that aims to match provision to the needs of a wide range of children. Although the setting has not stopped providing sweets in its tuck shop it has introduced dried fruit and breadsticks. It has made improvements in the other areas noted in the previous report and both staffing and resources have improved. The play scheme has a good capacity to maintain continuous improvement.

The quality and standards of the early years provision

The quality and standards of the early years provision are good. The focus on learning through play meets the needs of Early Years Foundation Stage children well. They enjoy a very wide range of activities and these promote a good level of learning. A display of Irish dancing helped children find out about Irish culture and led to a wide range of activities. Children learned dance steps and enjoyed craft activities with an Irish theme. The previous week's activity focused on Native American culture and children made and decorated a tepee. The setting takes children out on an excellent range of visits including a canal trip and a visit to a farm. The trips are very well planned and children feel safe while enjoying new experiences. Healthy eating is promoted well at the breakfast and evening meal sessions and by visits to a fruit and vegetable grower. Children bring their own packed lunches and they sit quietly and watch a video while they eat. They bring money to spend in the tuck shop and most buy sweets rather than other more healthy snacks. Physical activity is an essential part of their day and children were observed making really good progress in gaining skills in tennis. Their physical development is enhanced further by formal coaching sessions in basketball and football that take place each week. Children are encouraged to wash their hands frequently and understand the importance of this in ensuring their health and well-being. Older children play with younger ones and are patient with them, for example when they find it difficult to master the skill of skipping. They make a good contribution by helping to clear up at the end of sessions and older pupils take the money and give change for items sold in the tuck shop. The play scheme provides very good learning opportunities and exciting experiences that contribute well to personal development and future well-being of the children.

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?	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