

# LittleU Holiday Club

Inspection report for early years provision

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**Unique reference number** EY348264  
**Inspection date** 25/08/2009  
**Inspector** Sheila Boyle

**Setting address** Dickens Heath Primary School, Three Acres Lane, Shirley,  
SOLIHULL, West Midlands, B90 1NA  
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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**

Little U Holiday Club opened in 2007. It is privately owned and operates from Dickens Heath Primary School in Dickens Heath, near Solihull. The club has use of the school's Early Years facilities and accommodation including an integral kitchen, cloakroom facilities and an outdoor play area. It also has access to the school hall and its outdoor play facilities including a large sports field. The provision has suitable facilities for disabled persons including easy access to the building via ramps. The club serves the local and surrounding areas. A maximum of 40 children between the age of three and eleven years may attend the play scheme at any one time. There are currently 27 on roll including 10 in the early years age group. The club is open during the school holidays from 8.00am to 6.00pm for one week toward the end of August. The provision employs six staff, three of whom work part-time. Five have relevant qualifications. The club is on the Early Years, the Compulsory and the Voluntary part of the Childcare Register.

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

Little U Holiday Club has outstanding provision overall. The leadership and management are highly effective and make sure children are well-looked after, get the most out of their time at the club and play and learn in a safe, fully inclusive environment. Children enjoy the provision and make good progress in their learning and development because planning takes account of their interests and capabilities. The quality of trips off site and the range of visitors to the club greatly enhance the provision. The leader has a good understanding of the setting's strengths and the areas for improvement and the capacity for continuous improvement is good.

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

To further improve the high quality early years provision the registered person should consider:

- increasing the range of information gathered from review and evaluation by including the views of a wider range of stakeholders including other providers.

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

A highly effective and committed staff-team work well together to ensure the best outcomes for the children in their care. Effective procedures for safeguarding children, including child protection procedures are in place and all staff are carefully vetted before they are allowed to work at the club. Daily risk assessments of the provision are undertaken to ensure children can learn, play and develop their interests in a safe, secure environment. Thorough preparation and risk

assessments of the venues are undertaken before children participate in trips off site. Several staff are trained in first-aid procedures and suitable equipment is stored in a convenient location. Regular fire drills are undertaken and children know the procedures for evacuating the building. Fire and electrical equipment are tested regularly. Arrangements for the professional development of staff are good and include on-going appraisal and opportunities to take part in self-review and evaluation. All staff have completed training on the requirements of the Early Years Foundation Stage framework. As a result, their planning is thorough and good account is taken of the six areas of learning when planning activities for the children below school age. Regular contact with parents and other providers, such as the pre-school group and school staff, ensure that the staff are aware of each child's interests and needs and make the necessary preparations for those with additional needs. The good range of visits off site together with the many visitors to the club, including a football coach, a dance teacher and representatives from the local fire service, greatly enhance children's opportunities for learning and development. The effective maintenance of records, policies and procedures which are annually reviewed result in the smooth and efficient running of the club. Self-review is underway and a small number of issues from the last inspection have been addressed. The views of staff and children are sought at the end of the week and some parents give feedback on a daily basis. However, the club does not yet seek the views of all stake-holders, including other providers to see what impact, if any, the holiday scheme has had on children's behaviour and future development.

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

Children enjoy their time at the club because they are provided with a rich stimulating environment and a wide range of fun and challenging activities, both on and off the site. All children quickly settle in and engage in the many experiences offered, including adult-led and child-initiated activities. Children use the wide range of art and craft materials daily to develop their creative skills. Many paint pictures to reflect topics and events that occur during the day. For example, following a demonstration from the fire service, the children painted pictures and sent them to the officers as a way of thanking them for the demonstration. At the start of the week, children make their own personal place mats using cardboard, paints and sequencing materials and some designed and made a suggestion box with similar materials. Children understand the importance of staying safe and use utensils from the kitchen carefully when preparing their lunch and drinks. They demonstrated good road safety during the inspection, for example, when they walked with staff to a local garden centre. Such activities help to develop children's physical and social skills, and these are developed further by playing ball games, jumping, playing team games and playing cooperatively with outdoor equipment. Children develop their language and communication skills through imaginative play. They participate in role play activities in the home corner, often dressing up as police or fire officers, shopkeepers or characters from fairy stories. The younger children's language and counting skills are developed well as they listen to stories, sing nursery rhymes and join in group activities with older children. Their economic well-being is supported well as they develop the basic skills necessary for starting school. Beyond the immediate environment, children visit places of interest, including an exotic garden centre where they observe exotic plants from around

the world and life-sized models of animals not found in the United Kingdom. The older children make a valuable contribution to the younger children's learning and development. For example, during the visit to the garden centre, they helped them gather and record information for a questionnaire set by staff. Children demonstrate good independence by helping themselves to drinks from the tray, preparing fillings for their sandwiches and mixing ingredients when cooking cakes and deserts. They choose healthy foods for lunch and eat at least one piece of fruit each day. Children quickly learn the daily routines and demonstrate a good awareness of health and hygiene by washing their hands after using the toilet and before meals. They are very happy and show affection and respect for staff by listening to them, behaving well and following instructions. Children's good development in all areas, particularly their personal and social skills is carefully recorded and passed on to parents and those involved in the next stage of their learning.

## 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>	1
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
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?	1

### 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>	1
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?	1
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?	1

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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