

# Scarecrows Holiday Club

Inspection report for early years provision

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**Unique reference number**

EY395691

**Inspection date**

16/02/2010

**Inspector**

Rachel Ayo

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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.

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## Description of the setting

Scarecrows Holiday Club is a privately owned out of school provision that was registered in 2008, although it moved to the current premises in 2009. It operates from Cullingworth Methodist Church, in the local village of Cullingworth, in the Bradford district of West Yorkshire. The setting is open from 8.30am to 5.30pm, Monday to Friday, during all school holidays, excluding Christmas.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They may care for a maximum of 24 children, aged from three to under eight years and there are currently 63 children, aged from five to 11 years on roll. The setting supports children with special education needs and/or disabilities. Children attend a variety of sessions and come from the local and wider community. Children access areas within the local community for outdoor play.

Both registered individuals jointly manage the setting and there are an additional three part-time staff members. Both managers hold a Foundation Degree and one staff member holds a level 3 childcare qualification. A staff member is working towards a level 2 childcare qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is promoted very successfully overall, although some aspects of record keeping do not fully meet requirements. Children are kept safe and secure in a welcoming environment. where space is organised well in order for children to make choices about what they do. They are effectively supported in their learning and development, because of good partnership working and inclusive practice is highly considered within the setting. There are good communication systems, in order to ensure that children's needs, including where additional support is required, are identified and the environment and learning opportunities are appropriate for all. The setting demonstrates a good commitment to improving outcomes for children and systems for self-evaluation are effective in identifying strengths and areas for development.

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

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

- ensure that a record is maintained for all staff of the unique reference number of Criminal Record Bureau disclosures and the date on which they were obtained (Safeguarding and promoting children's welfare) 02/03/2010
- ensure that information relating to the children includes, who has legal contact with the children and 02/03/2010

who has parental responsibility for them  
(Safeguarding and promoting children's welfare).

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

- review the child protection policy to ensure that it is in-line with the Local Safeguarding Children Board (LSCB) local guidance and procedures, as well as includes more details in terms of the procedures that would be followed where an allegation of abuse is made against a staff member or volunteer.

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

Staff's adequate knowledge of child protection means that children are suitably safeguarded. They are able to identify possible signs or symptoms and are sufficiently aware of the procedures to follow, although the child protection policy lacks detail. There are good recruitment procedures and all staff undergo checks, in order to further protect children. However, details of the disclosure obtained for one staff member has not been recorded, which breaches requirements. Safety is considered well within the provision, because of effective risk assessment, which extends to a wide range of activities, such as fire play. Access is monitored well, a visitor's log is maintained and in addition, access to rooms used by the children can be prevented when there are other users in the building. Good safety practice is observed, as staff ensure that children stay away from the cooker while pancakes are being made. Policies and procedures, for example, accident and illness arrangements are generally implemented well, because of good staff induction. Most documentation is maintained as required, in order to promote the efficient and safe management of the provision and meet children's needs. However, children's records lack some regulatory information.

There is good use and management of resources, including staff. For example, funding has been sought to provide additional staff, to ensure that children who need additional support receive this and are fully integrated in the setting, ensuring equality of opportunity. In addition, there are effective links with external professionals, for example, the area Special Needs Co-ordinator (SENCO), in order to help parents or carers gain access to other provisions. Parents and carers receive good information about the provision through the welcome pack, display in the entrance, newsletters and photographs. They can access their child's scrap book and staff share daily activities. Parents and carers are actively encouraged to share what they know about their child, in order to ensure that staff are fully aware of and can effectively meet children's individual needs and promote a consistent approach. In addition, parents and carers are invited to share events and achievements from home or school.

Good steps are taken by the setting to evaluate its provision for children's welfare, learning and development. Practice is regularly reviewed by management and staff, for example, through meetings before and after the play schemes. Parents and children are actively involved in the process. Questionnaires are provided and

changes have been made following a review of these, for example, to fees, hours and the provision of breakfast. This reflects the setting's commitment to meeting the needs of the families who use the service. Children are encouraged to include their comments in their own scrap books and an 'Every Child Matters' box enables them to air their views or concerns anonymously, if they find this easier. Staff are well supported in their development, in order for them to improve their knowledge and skills, which enhances outcomes for children. There are clear plans identified for the future, in order to improve the provision, for example, setting up a website for parents. Diaries have recently been purchased, to develop partnership working directly with the schools that children attend.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and show high levels of confidence and interest in the provision. They are encouraged to share what they like and don't like, through completing 'all about me' sheets. Staff then use this information to inform their planning, in conjunction with finding out from parents any areas of additional support. A good range of activities are set up invitingly by staff, in addition to children being able to self-select from resources stored at low level. Staff demonstrate a warm and caring manner with the children. They sit alongside the children to support them, ask questions and show good levels of interest and enthusiasm, for example, they help children construct with building toys whilst following patterns. There is purposeful play, as staff plan a wide range of interesting play opportunities, including those which encourage children to be creative, use their imagination and express themselves. For example, children explore dens, help to mix the pancake ingredients, create different shapes with the dough and excitedly paint each others' faces. They even ask the inspector if they would like their face painted.

Children demonstrate excellent relationships and work exceptionally well independently and with their peers, showing excellent negotiation and cooperation skills. There are highly effective arrangements, to encourage children to develop the habits and behaviour appropriate to their own needs and those of others. For example, as they take part in devising ground rules, displayed on a notice board as a reminder and through positive reinforcement from staff. Staff and children work together on scrap books, recalling events, with staff encouraging children to take pride in what they have done. Children complete 'look what I did today' certificates. Resources and activities linked to festivals, along with the setting being committed to inclusion for all, successfully helps children to learn to value and appreciate the similarities and differences between themselves and others.

Children readily approach staff, showing that they feel safe. Staff use discussion to help them learn about keeping safe. They talk to the children before undertaking the fire drill and prior to going on outings. Children are also taught about stranger danger, boundaries and other aspects of keeping safe, such as, during the fire play activities, which include having a barbeque and finding items that burn.

Children develop a good awareness of healthy practices. Staff model and

encourage good hygiene routines and children are clearly familiar with these, as they readily wash their hands before making pancakes and again before they sit down to eat. A very good range of physical activity are provided indoors and outdoors. Children visit local parks, take part in large physical games, use equipment, as they access the mini climbing wall, bouncy castle and take part in skateboarding and cycling on the green. In addition, staff organise visits from early years play teams, to provide additional activities for the children. A visit to a castle enabled children to visit an exhibition, where they looked at the human skeleton and children dressed up as different pieces of fruit during the summer. Staff provide healthy snacks, sourced from the local greengrocer and parents are encouraged to consider healthy eating when they provide lunch boxes.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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