

Highland Games

Inspection report for early years provision

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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

Highland Games is a privately owned holiday play scheme that has been registered since July 1997. The group operates from King Alfred School which is situated in Golders Green. Children have use of a number of school sport's halls, classrooms and outside games areas. The emphasis is on children participating in art, craft and sport, although there are other activities on offer. The scheme operates during all school holidays. Their hours of operation are Monday to Friday from 10am until 3pm.

The group are registered on the Early Years Register, and both the compulsory and the voluntary parts of the Childcare Register to provide care for a maximum of 150 children under eight years, of whom no more than 48 may be in the early years age group at any one time. There are currently 65 children on roll in this age range, who attend for a variety of sessions. Children over eight years also attend.

Highland Games has 16 staff working directly with the children, of these nine work specifically with the children under eight years. The staff team also include a number of volunteers who are aged under 16 years. These volunteers are not taken into account in the staffing ratios.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Highland games provides a lively, warm and welcoming environment where staff are aware of the needs of children and positive steps are taken to ensure all children can fully participate. Children are enjoying their time in the setting and are actively engaged in their play as they select from a range of interesting activities. The organisation of documentation and the promotion of an inclusive environment is mostly effective. Clearly written policies and procedures are generally in place and partnerships with parents is highly valued and supported through ongoing communication. The groups' energy, enthusiasm and vision ensures continuous improvement and developing systems to evaluate their practice, means outcomes for children are good.

What steps need to be taken to improve provision further?

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

- ensure an effective safeguarding children policy includes the procedures to be followed in the event of an allegation being made against a member of staff. (Safeguarding and promoting children's welfare) 27/04/2010

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

- make sure parents are informed of all accidents or injuries sustained by children and any first aid treatment given
- extend further the indoor and outdoor environments to support children's learning and development, with particular regard for more opportunities to revisit a range of activities and increase children's access to a range of books
- actively promote equal opportunities and anti-discriminatory practice, ensuring that the diversity of individuals and communities is valued and respected.

The effectiveness of leadership and management of the early years provision

Some effective policies and procedures ensure children's welfare, care and safety are promoted. There are effective safeguarding systems in place and staff know what to do if they have any concerns. However, the safeguarding children policy does not yet include the procedure to be followed in the event of an allegation being made against a member of staff. This is a legal requirement. Children are further safeguarded as robust risk assessments are established and the environment and areas accessed by the children are checked regularly to ensure that they are child-friendly. Most records relating to children's health and safety are suitably maintained. However, a recent oversight in the accident record prevented parents from being informed of an accident occurring on site that day. Thus making procedures less reliable. Staff are deployed appropriately to supervise children and ensure routines run smoothly. Previous recommendations from the last inspection have successfully been addressed. The group are focused on making further improvements through evaluation, development and responding to the needs of children. Parent's views are also taken into account when evaluating the provision. This supports them effectively in continuously improving the provision for all children.

Children are able to play in a well-organised environment where space is used effectively. They benefit from the opportunities to participate in organised and free-choice activities in the indoor and outdoor environments. The environment is generally comfortable and reassuring. An adequate range of toys and resources are available for children to use in their main base rooms but only a small selection are available at any one time. Nonetheless, the school site is appropriately resourced and the holiday programme offers a mix of activities, thereby providing children with a variety of learning experiences. For instance; they enjoy parachute games, pottery, construction and the bouncy castle. However, opportunities to ensure the diversity of individuals and communities is valued and respected is not yet embedded into the programme. The group develops good systems of communication to build strong partnerships with parents. Parents are encouraged to provide information about their child before starting at the holiday camp, to enable staff to be fully aware of children's needs on entry. Parents receive good information about the holiday programme and daily activities. The group is aware of the importance to liaise fully with other agencies involved in any child's care, in order to adopt a consistent approach to their ongoing development.

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

Children build secure friendships and settle well. Developing these effective relationships with adults and their peers contributes to them feeling safe and secure. The group gathers sufficient information about children in order to plan and cater for their needs. Children are enthusiastic, interested and show curiosity in what is available. The staff provide support and praise to confirm children's achievements and efforts. Consequently they develop confidence and self-esteem. Children develop basic skills for the future such as communication, language and literacy through play and their daily routines. They experiment with mark making, access the computer suite that develops their knowledge and understanding of technology and have various opportunities to explore creatively. However, the use of books and opportunities for children to revisit a popular range of activities is less well established, particularly for those children who are not present on the day of the activity.

Children have many good opportunities to be physically active as they have fun outdoors using a range of equipment that encourages the development of physical skills. Many of the children are eager to take part in physical activities, such as using the playground apparatus, or playing football, unihock, parachute and circle games. Children are actively engaged and busy in the setting and enjoy taking part in the varied structured activities. For example, when jewellery making or involved in team challenges of building strong platforms using cardboard, cups and tape. Children are enthusiastic to make choices of the type of activities that they wish to pursue. Thus, developing their independence and decision making. Staff base their planning on what children enjoy and what activities were successful in previous holiday schemes. A timetabled programme of planned activities for each week ensures children and parents know what is on offer each day.

Staff support children's welfare effectively through encouraging an awareness of hygiene and personal safety. Children's good health is promoted through the many opportunities they have to be physically active, as they access sports equipment and play apparatus on site. Water fountains are accessible so that drinks are readily available at all times. Children receive an appropriate diet as parents provide their lunch and are encouraged to supply healthy options that do not need refrigeration. The setting ensures that the necessary steps are taken to prevent the spread of infection and appropriate action is taken when children are ill. Staff ensure children learn to keep themselves safe as they are gently reminded of the ground rules, boundaries and consequences which are regularly revisited. As a result, children's behaviour is exemplary.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
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

Outcomes for children in the Early Years Foundation Stage	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	2
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