

# The Trust Holiday Club

Inspection report for early years provision

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EY393220

**Inspection date**

03/08/2010

**Inspector**

Melissa Cox

**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).

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**

The Trust Holiday Club opened in 2000 and reregistered at the present premises in 2009. It operates from The Parish Hall at St Lukes Church in Reading, Berkshire and is for families of employees of The Royal Berkshire Hospital.

The club is registered on the Early Years Register for 25 children in the early years age range. It is also registered on both the compulsory and voluntary parts of the Childcare Register for children up to the age of 12 years. There are currently 49 children on roll, with seven children in the early years range. Children attend for a variety of sessions. The club has systems in place to support children with special educational needs and/or disabilities and who speak English as an additional language. It opens five days a week during school holidays. Sessions are from 7:30 am until 6pm. There are five members of staff work with the children, with over half having recognised early years qualifications. The club works closely with the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy their time at this welcoming, friendly club. All staff have a good understanding of supporting children's individual needs and this ensures that children's learning and welfare needs are effectively met and they make good progress overall. Safeguarding procedures are excellent, with robust recruitment, vetting and induction procedures. The staff team make effective use of self-evaluation and demonstrate a strong capacity to make improvements that have a positive impact on the children's all-round development.

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

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

- evaluate the play space indoors and outdoors to ensure that children have access to a suitable rest area

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

Safeguarding procedures are outstanding as staff have an excellent understanding of their role and responsibility in protecting children. Regular appraisals and monitoring ensure staff's ongoing suitability and individual training needs. Staff regularly access a variety of courses, with all having current first aid and child protection training. Comprehensive risk assessment procedures, including an extensive daily checklist, ensure that staff are proactive in identifying any risks to the safety of the children. Children display a strong awareness of keeping themselves and others safe. The positive implementation of the key person system

ensures each child has a specific staff member to turn to if they need additional support, supporting them to feel safe. All children feel welcome in the club, and resources and activities are provided to raise their awareness of inclusion and diversity.

Children's independence is fostered as they have access to a wide range of well-organised resources and exciting activities to support their individual development and interests. Records, policies and procedures are used effectively to promote the children's welfare, and they learn to look after themselves by implementing good hygiene and safety practices. Children are involved in basic risk assessment of the premises and resources, and participate in regular fire drills to familiarise themselves with the emergency evacuation procedure. Children learn about the importance of sharing and playing as part of a group and value each other's contributions and efforts.

Parents are kept fully informed of their children's development through daily verbal feedback and the individual files staff complete for children in the early years age group. Staff and parents work very well together to meet the different needs of the children. This ensures children with learning difficulties and/or disabilities, or those who are vulnerable, are supported. Effective links are made with other providers of care and education, as well as services. For example, staff liaise successfully with schools to make the transition between nursery and school as smooth as possible. The management and staff are positive in their approach to make ongoing improvements and to develop their practice. Parents and children are also involved in the group's self-evaluation process, which identifies any areas for improvement or change. Parents have the opportunity to sit on the management committee and are kept fully informed of the developments within the club.

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

Children are confident and happy in their surroundings and are keen to access the equipment and resources provided. Resources are set out invitingly to provide continuous play opportunities linked to the six areas of learning, so that staff can spend time alongside children when they have initiated their own play choices. The play spaces have been well planned to provide a stimulating and effective learning environment where all the children are helped to progress, although a suitable space for younger children to rest is not always available. Staff question, challenge and extend children's competence and learning through a good balance of child-initiated and adult-led planned activities. Through a process of observations and assessment of the children, staff are able to identify their next steps to progress in their learning.

The use of a variety of equipment enhances children's abilities and confidence at all ages. There is a good emphasis on social skills which promotes a positive approach to developing their interests and disposition to be active learners. The range of resources and tools support this for the children at all ages, for example, the use of mini computers extends the children's knowledge of information and

communication technology as they enjoy the educational games provided. Children enjoy being creative and there is an extensive selection of resources which are readily accessible, which enable children to freely create and develop their own ideas or take part in the planned craft activity for the day. For example, children enjoy making fish collages with the variety of materials on offer. Children are encouraged to develop habits and behaviour which support their learning and personal, emotional and social development. Children are developing their skills in taking turns, to share and use their manners. The respect from staff as role models supports the children in how they respond in an appropriate way. The children are engaged in well-supported, purposeful play which is reflected in their positive behaviour.

Children have activities to develop their knowledge and understanding of the wider world. This is managed through a selection of resources, such as visitors coming into the centre or daily walks to the community. Children benefit from these activities as they visit the Fire or Police Station and enjoy trips to the cinema or bowling alley.

The club provides good facilities and systems which overall promote the good health of the children. Staff take appropriate steps to prevent the spread of infection and information and relevant action is taken in regards to children who have additional medical needs whilst attending. The children have daily snacks provided which promote a range of healthy choices. Staff ensure that they store children's packed lunches appropriately in large cooler boxes to keep them cool during the day, and provide regular opportunities and gentle reminders to children, to ensure that they keep well hydrated.

Children have daily opportunities for outdoor play and fresh air as they walk to the local parks. They learn to manage risks effectively by climbing to the top of the climbing frame or work together as they take turns on the swings. Children enjoy a good range of indoor games with badminton being a firm favourite and have access to an outdoor area where they are able to make use of scooters and tricycle to develop their skills further.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1
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

The quality of the provision in the Early Years Foundation Stage	2
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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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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