

# Springfield 4-11's Holiday Club

Inspection report for early years provision

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EY405855

**Inspection date**

09/04/2010

**Inspector**

Linda Margaret Nicholls

**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**

Springfield 4-11's Holiday Club registered in 2010 and is part of the Springfield Lodge Day Nursery (DARTFORD) Limited company. This club is located in Oakfield Community Primary School in Dartford, Kent. The provision operates each weekday during school holidays between the hours of 07:00 and 18:30. Children have the use of all indoor and outdoor areas of the school with the exception of the classrooms. Holiday club children will be based in one of two halls and have planned supervised access to the other areas. Breakfasts, a light tea, all drinks and snacks are provided by the club and parents are required to provide a packed lunch.

Springfield 4-11's Holiday Club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children are organised according to their age and the activity they are taking part in. The club is registered for a maximum of 60 children aged from four years to under eight years, of whom only 30 may be in the early years age group. The holiday club also provides care for children from eight to eleven years. There are currently 85 children on roll, 14 of whom are in the early years age range. Overall a maximum of 100 children may attend.

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

Overall the quality of the provision is good.

Springfield 4-11's Holiday Club provides an enabling environment for all children to play creatively and explore their own individuality. Staff are experienced and qualified and work together well. The Early Years Foundation Stage principles are held at the core of management procedures that reinforce the growth of children's confidence and independence. Self-evaluation and positive reflection throughout the company guides effective systems for tracking, monitoring and analysing continuous improvement, although these need to be refined and made distinctive, to reflect the distinct holiday provision.

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

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

- continue to expand and develop systems specific to the out of school provision, using the processes of self-evaluation and reflection to demonstrate the ongoing and continuous improvement of the service provided

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

The holiday club is led and managed well. Children are safeguarded with effective systems and staff who are alert and aware of the steps they will take should they have concerns about a child in their care. The management team ensures all adults working directly with children are suitable and qualified, including those that drive the company buses. Vetting procedures are comprehensive and thorough. Paediatric first aid training and child training is continually renewed so staff are aware of current best practice. Staff are very well supported with an in-house programme of training and a variety of resources, including recently landscaped school grounds and two playgrounds. Children's individual abilities, personal requirements and uniqueness are well recognised by informed staff who introduce concepts of diversity, equality and difference through activities such as tasting exotic fruits or recognition of annual festivals. Children settle well and confidently show enjoyment during their play because staffing levels allow time for adults to interact with them. The club has thorough risk assessments in place as well as a daily visual check list which is signed and displayed.

Parents and children are warmly welcomed into the hall. Parents are offered a variety of methods to be involved in their children's learning experience and social development. Their responses to questionnaires are considered and suggestions, such as an extension of opening times, are implemented where possible. Regular newsletters, leaflets and notices are produced for parents' information and the professional roles and qualification achievements of individual staff members are promoted. Information between the home and the club is exchanged daily with key persons available to discuss individual children's progress and achievements. There are established and effective relationships with local authority, health and education professionals. Strong links are in place between the host school and the club which competently supports children from families in the local area, as well as nurseries and schools further a field. Senior management joins in whole team assessment of each holiday scheme, with contributions from parents and children, to evaluate, reflect and plan for continuous development of the provision they offer.

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

Children are settled and happy to explore the school environment and the well planned activities. Toys and play materials are easily accessible, enabling children to help themselves and initiate their own play and learning. A wide range of resources, supporting learning across all six areas of learning, are available throughout the day, affording opportunity for repetitive, group and independent play. Children are curious and confidently challenge themselves to extend their skills folding and flying paper planes or moulding clay. Staff show warmth and sensitivity as they sit with children on the floor giving occasional hugs for reassurance. They actively engage in conversation and discussion, enabling children to practise choice and decision making. Information from observations is

building towards a complementary 'light touch' assessment of children's overall development. Key persons plan for individual children to be challenged and their achievements recorded, some by children themselves. Children's work is named and displayed showing these to be valued and recognised. Children enjoy purposeful play both indoors and out. The hall opens onto the school car park so free-flow play is restricted but daily plans include outdoor play or outings so children thrive and develop their physical confidence and skills. The newly landscaped school environment is excellent, offering a variety of different levels, surfaces and play areas to explore.

Children feel safe in the setting through the warmth shown them by caring adults. They enjoy the security of consistent, familiar faces and routines. They discuss the displayed club rules and boundaries and know when it is time to help tidy away equipment. They sit down patiently and happily identify themselves to others at whole group registration. Staff talk to children about safety issues and children show awareness through personal caution as they walk hand-in-hand along the pavement or automatically wash their hands before eating food and to stop the spread of germs. They know tables need to be wiped down before snacks of fruit and that their packed lunches need to be stored in the kitchen. Children gain knowledge of the wider community as they walk to the local play park, passing those fishing on the lakes. They discuss camping out at night and comment on the activity of the ducks, geese and swans they see. Children behave very well, guided by their peers to be considerate of one another and because staff provide good role models. Children negotiate with each other during games, when using the slides or taking turns on the tall rocker-swing. Children develop skills for the future through access to supportive adults and an excellent range and variety of resources.

## 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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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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