

Kidzsize Holiday Club @ Alban Middle School

Inspection report for early years provision

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Inspection date	26/07/2010
Inspector	Kelly Eyre
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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

Kidzsize Holiday Club at Alban Middle School is one of several settings operated by Sport Support Services Ltd. This setting is located at the Alban Church of England Middle School in Great Barford, Bedfordshire. Children have access to a fully enclosed outdoor play area.

The setting operates during the summer and Easter holidays and sessions are daily from 10.00am to 4.30pm. The setting is registered on the Early Years Register to provide 32 places and there are currently 25 children attending who are within this age group. The setting serves a wide catchment area. It maintains close links with the school on which it is sited.

The setting is also registered to offer care to children aged over five years. This provision is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently 35 children on roll in this age range.

There are seven staff members. Of these, three hold relevant childcare qualifications and the remainder are currently working towards a qualification. Three staff members have achieved qualified teacher status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of all children are met and they are offered appropriate support because the setting works well with parents and carers, enabling staff to gain a clear understanding of children's needs and interests. This information is used to ensure that children are offered activities that they enjoy and that support their learning and development. Key strengths of the setting are good staff interaction with children and excellent procedures relating to safeguarding children. This means that children develop a strong sense of security and are in an environment that promotes their confidence and thus supports them in developing skills for the future. Managers are committed to continuously improving the setting, implementing appropriate procedures that support self-evaluation and inform the prioritisation of improvements.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to express themselves in their play and creative activities
- update the setting's procedures to ensure that these consistently relate to current guidance and legislation.

The effectiveness of leadership and management of the early years provision

Highly effective safeguarding procedures ensure that children are protected and their welfare is promoted at all times. For example, training relating to safeguarding children is updated before the start of each play scheme and there are stringent procedures to ensure that staff are suitable to work with children. Comprehensive risk assessments and daily checks mean that children's safety is promoted. Excellent safety procedures are understood by all staff and are consistently implemented. Good daily practice and ongoing explanations from staff enable children to gain a thorough understanding of safety issues. For example, staff and children discuss the safety implications of all sports activities before starting any of these.

Managers demonstrate a genuine enthusiasm for their work and are committed to continuously improving the setting's practice and therefore, improving the outcomes for children. Thorough self-evaluation procedures support them in identifying weaknesses and introducing improvements. Recent changes include increased opportunities for children to choose their own activities, thus promoting their independence and autonomy. Staff are well trained and demonstrate a good understanding of anti-discriminatory practice. There are practical procedures and policies that support them in ensuring that the service they offer is inclusive to all children. Staff work hard throughout the play scheme to ensure that they understand children's individual needs so that they can fully support them and enable them to participate meaningfully in all activities. Staff show a real enjoyment of their work and are well supported by managers. This creates a positive environment, where children are happy and enjoy positive daily experiences. Available space and resources are generally used well to support children's learning and development. For example, the play space is clearly defined and divided in order to offer children the opportunity to participate safely in a range of activities.

The setting maintains good partnerships with parents and carers, ensuring that children's care is consistent and they are offered appropriate support. An informative website, regular newsletters and daily discussions with staff mean that parents are well informed of their children's activities and progress. Parents are informed of the setting's policies and procedures. However, some of these do not relate to current guidance and legislation and this could lead to misunderstandings with parents and staff. The setting has good procedures for liaising with other people caring for the children. For example, they maintain good links with local schools.

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

Good planning procedures and a secure understanding of the Early years Foundation Stage enable staff to offer children a well-structured and enjoyable

holiday play-scheme. Their awareness of children's needs enables them to ensure that children have opportunities to relax, have fun and try new sports activities. These activities are well balanced to include opportunities to promote children's overall learning and development. Therefore, although the main focus of this play scheme is sports-based, children's development is promoted as staff utilise opportunities to promote children's understanding and thus enable them to gain skills for the future. For example, children count and use positional language as they participate in group games. Staff ensure that the environment is secure and welcoming. This means that children feel confident and are actively involved in determining their play and activities, thereby playing an active role in their own learning.

Thoughtful procedures help children to settle and feel welcome. For example, staff introduce themselves to the children and the first session of the morning is a group game so that the children can get to know the staff and each other. Good staff interaction throughout the sessions promotes children's confidence and development. Children receive lots of praise and encouragement and thereby gain the confidence to try new sports and activities. Children gain an excellent awareness of the relevance of a wide range of health practices. For example, they appreciate the effects and benefits of physical activity as they discuss how their heart beats have increased after exercise, going on to talk about the work of the heart in pumping blood around the body. At snack time they discuss the relevance of healthy eating, talking about how many portions of fruit and vegetables they need each day.

The consistent approach to behaviour management enables children to feel secure and develop a good understanding of appropriate behaviour. Staff ensure that children are aware of clear boundaries. They offer children ongoing explanations and encourage them to share and work together. This is presented in a sensitive and appropriate manner. For example, children learn about the benefits of team work as they participate in a wide range of group games where they help each other, co-operate and wholeheartedly take part in cheering each other on. These and other daily procedures, such as encouraging children to help with tidying up, mean that children's sense of responsibility is developed and they learn valuable skills for the future. Their understanding of diversity is developed as they participate in daily discussions and activities. For example, they discuss their individuality and are encouraged to recognise and respect each other's views and qualities.

The setting's good procedures for working with parents and others mean that they are able to adapt activities and offer appropriate support to children who have special educational needs and/or disabilities and those who speak English as an additional language. Children are encouraged to be active in their play, make decisions and think about what they are doing. This enables them to develop further skills for the future as it promotes their active learning and critical thinking. For example, when children participate in activities such as team games, they think about the space around them, discuss the rules, think about the safety issues and review the game together.

The provision of craft resources and specific activities means that children have

some opportunities to develop their creative skills. For example, they enjoy decorating paper kites. However, the sometimes limited availability of resources and the use of pre-prepared craft materials mean that children are not always able to express themselves and their creativity is not fully promoted. Staff make good use of children's interests in order to promote their learning and ensure that they are offered appropriate challenge. For example, children's interest in sports is used as a way of developing skills such as problem-solving and listening to and following instructions. Staff sensitively use children's involvement in sports activities as a way of encouraging their involvement in other activities. For example, after playing a team ball game, children happily sit together to participate in a craft activity.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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