

Kidzsize Holiday Clubs @ Cranfield University

Inspection report for early years provision

Unique reference number

EY397750

Inspection date

27/07/2010

Inspector

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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

Kidsize Holiday Club at Cranfield University is one of several settings operated by Sport Support Services Ltd. This setting is located in the grounds of Cranfield University, Bedfordshire. Children have use of the sports hall and the university grounds for outdoor activities. Toilets are located on the first floor and there is a lift available should it be needed.

The setting operates during the summer holidays and sessions are daily from 8.30am to 5.00pm. The setting is registered on the Early Years Register to provide 32 places and there are currently 20 children attending who are within this age group. The setting serves a wide catchment area. It setting currently supports a number of children with special educational needs and/or disabilities and several children who speak English as an additional language.

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 70 children on roll in this age range.

There are eight staff members. Of these, four hold relevant childcare qualifications and three are currently working towards a qualification. Four staff members have achieved qualified teacher status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff plan and provide a wide range of activities to meet children's needs and promote their learning and development. Their good partnership working with parents and others supports them in planning these activities and enables them to offer appropriate support to individual children whenever needed. Staff interact very well with all children and there are excellent procedures to ensure that children's safety and welfare are consistently promoted. These are key strengths of the setting and help to promote children's sense of security and their self-esteem and confidence, thus supporting them in developing skills for the future. Managers evaluate all areas of their work, enabling them to build a clear overview of their practice and thereby develop practical action plans to implement improvements.

What steps need to be taken to improve provision further?

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

- review the procedures and staff deployment at the start of the day to ensure that children's individual needs are met
- ensure that provision is made for children who wish to relax, play quietly and

for example, access books and reading material.

The effectiveness of leadership and management of the early years provision

Children's well-being is significantly enhanced and their welfare promoted as there are highly effective safeguarding procedures. For example, all staff have attended relevant safeguarding training and there are exceptional robust procedures to ensure that staff are suitable to work with children. Thorough risk assessments and daily checks mean that hazards are minimised and children's safety is consistently promoted. Children demonstrate a very good awareness of safety issues. For example, when playing group games, they check that they have enough space around them and allow sufficient space for others. The consistent implementation of comprehensive policies further supports the provision of a safe, secure environment. Children's behaviour demonstrates that they feel safe as they organise their play, select resources independently and approach staff for help or to include them in their discussions.

Managers and senior staff demonstrate a genuine enthusiasm for their work and are successful in encouraging the involvement of staff in setting and maintaining appropriate standards. The honest evaluation of their work supports managers in developing practical action plans. These are informed by feedback from staff, parents and children and mean that changes are appropriately prioritised and sensitively introduced into daily practice, leading to improvements in the outcomes for children. For example, the introduction of additional craft resources and activities means that children have further opportunities to explore and develop skills in this area. Staff work well together, supporting each other and helping to ensure that children's care is consistent and they are offered appropriate support. Space and resources are generally used effectively to promote children's learning and development. For example, the sports hall is well organised to accommodate a wide range of play options. However, the procedures and staff deployment at the very beginning of the day do not always ensure that staff are able to give children their full attention at this time.

Staff demonstrate a clear understanding of issues relating to anti-discriminatory practice. The continuous review of their work helps to ensure that the setting's procedures are appropriate and are consistently implemented to support staff in providing a service which is inclusive for all children. Staff work with parents and carers to ensure that they fully understand each child's background and needs, taking account of these in the planning. Children's self-esteem is promoted because staff listen to them and value their views and contributions. Staff maintain good relationships with parents and carers, enabling them to exchange information and ensure that children are consistently offered appropriate support. Parents are kept well informed of their child's progress and activities, for example, through daily discussions with staff and informative display boards. The setting also works well with others. For example, they have strong links with many of the local schools.

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

Staff combine their experience of providing sports activities with their knowledge of the Early Years Foundation Stage to ensure that they plan an enjoyable holiday experience for children. They work hard throughout the play scheme, listening to children, getting to know them and thus providing appropriate support whenever it is needed. Although the main focus of the play scheme is sports-based, staff utilise opportunities to promote children's overall learning and development, to develop their confidence and to encourage them to try new activities. Children therefore have opportunities to explore and develop skills in a safe and supportive environment. They are also actively involved in their own learning and develop positive attitudes to this.

Staff's consistent approach to behaviour management reinforces children's sense of security and supports them in developing a good understanding of appropriate behaviour and thereby valuable skills for the future. Staff offer children ongoing explanations and engage them in activities that develop their understanding of team work and encourage them to appreciate each other's skills and qualities. Children's understanding of diversity and the world around them is developed as they access relevant resources such as books and puzzles, which provide information and positive images. The setting's good procedures for working with parents and others mean that they can offer appropriate support to children who have special educational needs and/or disabilities and those who speak English as an additional language.

The environment is safe, welcoming and generally accessible. For example, children are aware of the defined play areas and move confidently between these, participating in structured activities and choosing their own resources. However, there are few resources for children who wish to sit quietly, relax and for example, read. Good staff interaction and appropriate training means that staff offer sensitive support, work at the children's level and give clear explanations and demonstrations. For example, they actively demonstrate the individual components of the various sports activities. This means that children of all ages and abilities are able to participate and enjoy the activities.

Children are offered a multitude of opportunities to be active and understand the benefits of physical activity. They develop skills such as control and co-ordination as they participate in activities that include badminton, football, cricket and a wide variety of team and circle games. They discuss the effects of exercise, for example, talking about why they feel hot and the importance of drinking plenty of water. They are gaining an excellent understanding of the relevance of a wide range of good health practices. They wash their hands before eating, discussing the relevance of this and going on to talk about the inclusion of healthy food in their packed lunches.

The overall ethos of ensuring all children are included and are supported in participating in a wide range of sports and activities supports children in developing valuable skills for the future. Good staff training means that staff use

appropriate methods for working with children. This is further supported by detailed activity planning, which gives clear guidance about the aims of each activity and how these can be adapted and extended to meet the needs of individual children. Sports skills are simplified so that children are able to participate meaningfully and are able to learn new skills that can be applied to a wide range of situations. For example, a simple game based on badminton skills enables young children to explore a range of physical movements, use positional language, learn about working together and then go on to use their newly developed skills to play games such as badminton, cricket, netball and tennis.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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