

# Holmesdale Kids Club

Inspection report for early years provision

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**Unique reference number** 206262  
**Inspection date** 25/01/2011  
**Inspector** Tara Street

**Setting address** c/o Holmesdale Infant School, The Avenue, Dronfield,  
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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

Holmesdale Kids Club is run by a voluntary management committee. It registered in 1995 and operates from the club room and dining room of Holmesdale Infant School in Dronfield, Derbyshire. Children have access to a secure enclosed outdoor play area. A maximum of 40 children aged under eight years may attend the club at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 12 years. The club is open Monday to Friday from 7.45am to 9am and from 3pm to 6pm during term time. The setting is also open during school holidays, with sessions from 7.45am to 6pm.

There are currently 105 children on roll. Of these, 54 are under eight years, and of these, 11 are within the early years age range. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, including the manager, who work directly with the children. Of these, four hold a qualification at level 3 in early years and/or play work. The setting is a member of the 4Children Network and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club meets the needs of children in the Early Years Foundation Stage well. Practice is firmly based on tailoring provision to children's individual needs and interests, and on good systems to inform and consult with children's parents and carers. As a result, children enjoy their time in the club and are eager to be involved in the choice of interesting play activities on offer. Most policies and procedures are thorough and relevant and are implemented effectively to safeguard and promote children's welfare. There is a strong commitment to improve as staff reflect on their practice well and have a clear understanding of areas to develop. The club is well placed to maintain continuous improvement in the future.

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

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

- improve the record of risk assessments so that cover anything with which a child may come into contact, this refers to the toys in the outside play area
- enhance the two-way flow of information with parents by ensuring that accident records consistently show that they have been informed of any accidents or injuries children sustain and of any first aid treatment that was given
- provide additional opportunities for children to use information and

communication technology and programmable toys to support their learning.

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

Staff have a good understanding of how to recognise signs and symptoms of abuse and the procedures to follow should they have concerns. Most of the required documentation is in place for the safe running of the club and the implementation of procedures by staff effectively promotes and safeguards children's welfare. However, accident records do not consistently show that parents and carers have been informed of any accidents or injuries children sustain or of any first aid treatment that was given. Regular risk assessments ensure hazards are reduced and staff follow a clear site-security policy to ensure children can play safely and enjoy their time at the club. However, the record of risk assessments does not cover everything with which a child may come into contact, with particular regard to toys in the outside play area. Staff do, however, carry out visual checks regularly and supervise children closely, while allowing them to learn about and deal with risks as they play. Clear recruitment procedures ensure all staff are checked and vetted for their suitability to work with children. The secure systems in place have a strong impact on children's happiness and learning. The club is well organised and functions smoothly on a day-to-day basis. Resources, including staff and the available accommodation, are deployed well to help maximise children's development and happiness. Good procedures are in place to promote equality and celebrate diversity. For example, staff promote and support diversity well to help children understand the society they live in. Inclusive practice helps to ensure that all children feel welcome and valued, particularly those with special educational needs and/or disabilities.

The ambition to improve the provision and outcomes for children is embedded well with all staff, who spend time evaluating the club's effectiveness. The club has good arrangements to obtain parents' and carers' views and to keep them well informed about what is happening. For example, through daily discussions and by providing an informative notice board and regular newsletters to keep parents well informed about the club's provision for their children. The views of children are also sought on a continual basis. This information feeds effectively into modifying the provision and systems, and supports the club's good self-evaluation procedures. Staff liaise well with other early years professionals to support children whose care is shared and ensure that the environment and activities provided are fully inclusive.

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

Children make good progress in their learning and development and feel safe and relaxed in the club. They are developing their skills for the future well. Positive relationships with staff make a major contribution to children's happiness and enjoyment, and the adults are quick to spot any children who are concerned or upset, supporting them sympathetically and effectively. Relationships between

children are good and they play together cheerfully, sharing ideas and equipment sensibly. The positive contribution of older children also helps those in the Early Years Foundation Stage to make good progress. The older children often help younger ones, join in their games and are very caring towards them. This secure environment helps children to make a strong contribution to the community through expressing their views in the confidence that they will be respected. Children experience suitable opportunities to access information and communication technology to support their learning, such as accessing a television, games console and calculators. However, other opportunities for children to explore technology by using battery operated and programmable toys are limited.

Staff prepare an interesting range of activities for children, in which they become completely absorbed. There is a good balance between lively play outside with small sports equipment and inside activities, such as creative art, construction and quieter, more reflective activities. Children use language well to communicate, initiate conversations, describe what they are doing and organise their play. They solve problems as they build, construct and play games. Such skills prepare children well for their future learning. Children develop a good understanding of the world around them as they chat to adults and each other and take part in everyday activities. Detailed ongoing observations and assessments are undertaken and provide a clear insight into the children's progress and achievements. Planning is securely based on the children's interests and achievements and children make good progress in their learning and development.

The club places a good emphasis on healthy lifestyles. Children practise good procedures for their own personal hygiene, and learn to make healthy choices in what they eat through discussion and good examples set by adults. Children are developing their independence through tasks, such as choosing toys and equipment for themselves and pouring their own drinks at snack time. They learn about aspects of their own safety through daily discussion and planned activities; this includes recognising hazards in the environment, and using equipment safely. Children's access to open-ended activities and resources, such as creative materials and construction toys, develops their imagination and ability to solve problems. Such skills prepare children well for their future learning.

## 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	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

<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

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