

# Kiddie Care Holiday Play Scheme

Inspection report for early years provision

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**Unique reference number**

EY312271

**Inspection date**

13/01/2011

**Inspector**

Eileen Rigby

**Setting address**

Ingrow Primary School, Broomhill Avenue, Keighley, West  
Yorkshire, BD21 1BW

**Telephone number**

01535 664055

**Email**

**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**

Kiddie Care Holiday play scheme is run by a committee and is one of five childcare establishments run by Keighley Kiddie Care Limited. It is situated in Keighley, West Yorkshire and was registered in 2005. It operates from several rooms within Ingrow Primary School. Children also have access to a secure outdoor area. It offers care to children from local and surrounding areas. A maximum of 25 children aged between five years and under eight years may attend at any one time. The club also offers care for children aged from eight years to 11 years. The club is open Monday to Friday from 7.30am to 5.30pm during school holidays.

There are currently 66 children on roll. Of these 31 are under eight years, of whom 3 are in the early years age range. The holiday scheme is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are nine staff who work directly with children. Of these two hold a qualification at level 5 in early years, two hold a qualification at level 3 in early years and four hold a qualification at level 2 in early years.

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

Overall the quality of the provision is good.

Children are sociable and relaxed in this pleasant and spacious environment. They are effective communicators in an inclusive setting. Children's independence is fostered well as they partake in self-chosen activities reflecting their interests which meet individual needs. An effective system of self-evaluation and reflective practice ensures the setting maintains a good capacity for continuous improvement. Well structured policies and procedures safeguard children and promote their welfare. Children make good progress in their learning and development enhanced by a good partnership with parents and carers, other professionals and a developing communication system with local schools.

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

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

- extend communication systems and partnerships with other providers such as the schools that children attend, to further secure progression and continuity of care and learning.

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

Staff have a good knowledge of safeguarding procedures. They understand the process to follow if they have any concerns and their responsibility to keep children

safe. Policies and procedures accurately reflect current Local Safeguarding Children Board guidelines. Effective systems for recruitment, interview and vetting procedures are followed to establish staff's suitability to work with children. Thorough annual and daily risk assessments maintain a safe and secure environment.

Children flourish through the effective deployment of staff, excellent use of space and access to good quality resources, equipment and furniture. The setting promotes equality and diversity well through a wide range of resources depicting positive images of gender, ethnicity and disabilities. Children's understanding of the wider world is fostered well through a variety of experiences and visitors. For example, a visit from Barnados has benefited the children's understanding of disabilities and a visit from a local hedgehog sanctuary raised children's awareness of wildlife issues. This positively impacts on children's perception of others and has prompted their involvement in fundraising for local and national causes. A detailed self-evaluation system and ongoing reflective practice has emerged because they draw on a full range of quality improvement tools. For example, they have completed an endorsed quality assurance scheme and have positive links with the local authority advisor. This demonstrates the setting's commitment to maintain and improve practice and provision. Improvements since the last inspection have impacted positively on the outcomes for children. For example, a sensory room and the development of a garden area has created new learning and development opportunities.

Parents and carers are warmly welcomed into the setting and information is exchanged daily. A well used notice board gives useful and current information on the setting's plans and policies. A suggestion box and questionnaires has established a sound basis for input from parents, carers and children. Strong links with local authority leisure services has enriched children's learning experiences, for example, the provision of a climbing wall activity. Links with other agencies and professionals to meet the needs of children with additional needs are good. Links with the schools the children attend are being further established through exploring systems such as a 'communications book' to share information about their care needs.

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

Children are confident and secure in their surroundings and relationships with adults and peers. An assortment of, age-appropriate activities ensure children are fully engaged and motivated to learn. Staff are enthusiastic and friendly, they ask relevant and open-ended questions and are good listeners. Children's communication, language and literacy skills are encouraged through a wide range of books, writing equipment and clearly labelled displays. A quiet, comfortable area is available both indoor and outdoor for children who wish to rest or relax. Children enjoy access to games consoles encouraging physical activities and computer programmes which further develop literacy and numeracy skills. The outdoor environment offers large sized traditional board games, wheeled toys and construction equipment presenting varied opportunities for learning and

development. An assortment of art and craft activities, musical instruments and role play resources nurtures children's creativity. Samples of children's creations are displayed effectively throughout the setting giving them a sense of achievement.

Children and staff are actively involved in team games which are adapted for individual needs. Effective deployment of staff and resources allows children to easily select equipment and their location independently. Staff demonstrate a consistent and sensitive approach to behaviour management and are good role models. This ensures children understand boundaries and rules and encourages them to develop strategies to manage conflict through a process of negotiation. These strategies help children develop good skills for the future.

Lunch time is a social occasion where children exchange news and stories. Children display an understanding of how healthy eating, good dental hygiene and the importance of physical activity help to achieve a healthy lifestyle. Children are polite and helpful to each other and assist the tidying up process and manage their own personal hygiene very well. Children learn to understand how to stay safe as they practise the procedure to follow in an emergency and are aware of rules for the safe use of equipment.

The extent to which children make a positive contribution is supported well. Children's individuality is fostered by expressing personal preferences, for example, children write their likes, dislikes and favourite activities on a display board. Children contribute to the planning process where their opinions are valued and considered. Staff encourage children to reach their full potential using their knowledge of individual children, planning appropriate activities and effective use of space and equipment.

## 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

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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