

# Jelly Beans Holiday Club

Inspection report for early years provision

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**Unique reference number**

EY356582

**Inspection date**

01/08/2011

**Inspector**

Kelly Eyre

**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

Jelly Beans Holiday Club is one of seven settings which are privately owned. The club was re-registered in 2007 and operates from two main rooms in a building used for youth activities in the village of Bromham, near Bedford. The setting is accessible to all children and they have access to a secure outdoor play area.

The club is open daily during each school holiday and sessions are from 8am to 6pm. It is registered on the Early Years Register to provide 32 places and there are currently 16 children on roll who are within this age group. The club serves the local and neighbouring communities.

The club 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 50 children on roll in this age range.

The club employs eight members of childcare staff, according to need each day. Of these, two hold appropriate early years qualifications at level 2 and four at level 3 or above. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Managers use effective self-evaluation procedures to continuously review the setting's practice, supporting them in prioritising improvements and maintaining a service which is responsive to children's needs. Staff work well with parents and carers, gaining a thorough understanding of each child's needs and enabling them to ensure that these are consistently met and that children are offered appropriate support in order to be meaningfully included. Good ongoing evaluations and the involvement of children in planning mean that staff are aware of children's current interests and can plan activities that promote their development and ensure that they have fun during the holidays. A key strength is the excellent attention to detail in all procedures relating to safeguarding children, ensuring that children are cared for in a safe environment and their welfare is prioritised and promoted at all times.

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

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

- improve the systems for organisation of the setting by developing the use of self-evaluation to support ongoing improvements
- provide further resources and opportunities that support children in

increasing their awareness of the ways of life, cultures and beliefs of other people.

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

The setting's highly effective safeguarding procedures mean that children's well-being is significantly enhanced and their welfare is consistently promoted. Staff have attended relevant training in this area and there are stringent procedures to ensure that all staff are suitable to work with children. Comprehensive, practical risk assessments and thorough daily safety checks mean that children's safety is considered in all areas and is well promoted. Children gain an excellent understanding of keeping themselves and others safe. For example, they help assess risks in the outdoor play area and learn how to use play equipment and tools, such as scissors, safely.

Staff demonstrate a good awareness of the relevance of anti-discriminatory practice and are able to refer to a wide range of additional information to update and inform their knowledge. This supports the setting in providing a service which is inclusive for all children and their families. Staff work closely with parents to ensure that they have a thorough understanding of each child's needs, using this information to help plan appropriate activities. Staff build and maintain good partnerships with parents and carers. They ensure that parents are well informed of their children's progress and activities, for example, through daily discussions and the displaying of activity plans. The setting also works well with other professionals. For example, they work with the local nursery to help prepare any children who may use the play scheme in the future.

Managers and senior staff are enthusiastic and have practical plans for the development of the setting. The continuous review of their practice means that they have a clear picture of the setting's strengths and weaknesses and can prioritise changes that improve the outcomes for children. For example, recent changes include the introduction of free flow between the indoor and outdoor play areas, thereby offering children further play and learning opportunities. However, the self-evaluation process is not fully utilised to inform the overall review of daily practice and to evaluate the impact of changes made. Staff make good use of the building and resources, setting these out to ensure that they are appealing and accessible. Effective use is also made of additional resources to support the promotion of children's learning and development and offer them additional play opportunities during the holidays. For example, children enjoy walks in the woods and visiting a nearby park.

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

The good planning and staff's clear understanding of children's needs during the school holidays mean that children are offered well-balanced opportunities to relax, have fun and participate in a range of activities that support their learning and

development. Staff observe children as they play and also make use of their ongoing evaluations of activities to inform the planning of appropriate play opportunities. Children are encouraged to develop their own play and staff make informed decisions about when to intervene in order to extend children's thinking and offer further opportunities. This supports children in taking an active role in their play and learning and thus developing positive attitudes to this.

The excellent procedures relating to safeguarding mean that children can play confidently in a well-considered, safe environment. Their behaviour demonstrates that they feel secure as they move around the setting, making independent choices about their resources and readily involving staff in their play and discussions. The setting's ethos of fully involving children in planning and decision-making means that they have excellent opportunities to develop skills for use in future life. For example, they are involved in the evaluation of activities and in deciding which new resources to purchase. They work exceptionally well independently, using their initiative and also developing skills in working alongside their peers. For example, children work together to construct dens and to follow clues to find 'Tony the Tiger' on a woodland adventure.

Accessible resources mean that children are able to make independent choices and also extend their play. For example, children at a craft table choose additional resources, such as straws and tape. Good staff interaction supports children in using language confidently and in developing their communication skills. For example, children discuss the intricacies of their role play and go on to explain this to a staff member. Clear planning means that children's learning is gently reinforced. For example, whilst covering a 'Jungle and Rainforest' theme, children make African drums, participate in camp food tasting and make jungle animal masks, a jungle den, collages and hand puppets.

Children are gaining a clear understanding of appropriate behaviour as staff act as good role models, remaining calm, attentive and modelling good manners. They explain to children the implications of their behaviour and encourage them to work together to resolve any disputes. For example, children work out fair turn-taking when playing table tennis. Children's understanding of diversity is developing as they participate in some specific activities, such as tasting traditional dishes from other countries. However, their wider awareness of the ways of life and beliefs of other people is not extended and fully promoted. There are no children currently attending who have special educational needs and/or disabilities or who use English as an additional language. However, the manager and staff are fully aware of the importance of working closely with parents and outside agencies to support children's welfare and development.

Children are encouraged to understand the relevance of healthy lifestyles. For example, their awareness of the effects of exercise is promoted as they note their raised heart beats after walking in the woods and running around the field. Well-planned and resourced activities mean that children are offered opportunities to have fun and to explore. For example, they explore different textures, colours and scents as they engage in messy play with dry pasta, shaving foam, toothpaste and macaroni cheese.

## 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	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

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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	1
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	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