

Leighton Park Holiday Activity Scheme

Inspection report for early years provision

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Inspector Anne Faithfull

Setting address Leighton Park School, Old School, Shinfield Road, Reading,
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Type of setting Childcare - Non-Domestic

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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

Leighton Park Holiday Activity Scheme registered in 1992. It operates from various areas and buildings situated within Leighton Park School in Reading, Berkshire. The extensive grounds and sports facilities including the swimming pool are also used. The holiday activity scheme opens five days a week during school holidays from 7.30am to 5.30pm. Children attend the activity scheme from the local surrounding areas. The holiday activity scheme supports children with special educational needs and /or disabilities.

The holiday activity scheme is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 160 children in the early year's age group may attend at any one time. Children up to the age of 14 years may also attend. There are currently in excess of 100 children on roll and of these 10 are within the early years age group. Numbers of children attending vary each day. The holiday activity scheme employs 44 staff and of these four staff work directly with the children in the early year's age range. Two of these staff have relevant early year's qualifications and the majority of the staff have specialist sports qualifications and experience.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly enjoy their time at this friendly and welcoming holiday scheme. All staff are enthusiastic, motivated and work effectively as a team to ensure each child is valued, included and respected. Children access an exceptional range of resources and specialist sports equipment which helps them to continue to learn and develop exceptionally well in a fun environment. Successful partnerships have been established with parents, which ensure most children's individual needs are supported. Overall children's safety, hygiene and welfare is promoted well, however some children are not always able to access a drink independently. All staff meet at end of the day to evaluate how the day has gone and the self-evaluation systems in place help the manager identify the strengths and areas for future development of the activity scheme.

What steps need to be taken to improve provision further?

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

- make sure all children can independently access water when they require
- display words from home languages used by the children and invite parents to contribute to them.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by effective recruitment and vetting procedures, including thorough procedures for the induction of new staff. All staff have a clear understanding of child protection procedures and know who to contact, should they be concerned about a child in their care. Staff routinely check the identity of visitors, accompany them at all times and record the time they spent at the holiday scheme. Effective policies and procedures are in place for the safe arrival and collection of the children. Furthermore every member of staff has an intercom system attached to them so they can contact the manager or other members of staff at all times and messages can be relayed immediately if required. Children's safety is a priority and a range of risk assessments are completed which cover all aspects of the environment and every activity the children participate in. As a result hazards to children are minimised. Staff remind children of the fire evacuation procedures verbally each day and they ensure that regular fire drills are completed so all children are aware of the steps to take in an emergency. The excellent deployment of staff both indoor and outdoors ensure that children are supervised and kept safe at all times. Specialist sports instructors accompany the children on specific activities such as, swimming and archery as they are aware of the different health and safety requirements so children are able to remain safe but still experience challenge and have the opportunity to use a range of equipment and develop their skills.

All staff are enthusiastic, work well as a team and have a common sense of purpose to ensure that children enjoy themselves at the holiday scheme. They clearly understand their responsibilities and spend quality time interacting and supporting children. Every child has access to an exceptional range of resources and specialist sports equipment and they can independently choose which activities they wish to participate in during the day. Children can also make independent choices to play inside or outside including playing outside in all weathers. Staff ensure children have the opportunity to complete and participate in all the activities they have chosen for the day, making sure no child is disadvantaged or unable to complete their chosen activity. Equality and diversity is suitably promoted within the holiday scheme. A range of activities, resources and experiences enable the children to recognise the differences and diversity of others. All children are included and their views are listened to and respected by each other and staff. Procedures are in place to ensure staff have relevant information about the children enabling them to understand children's specific individual needs and meet them appropriately. Children who attend with special educational needs and /or disabilities are supported well and specific individual needs and requirements are recognised and met. Children who already attend who have English as an additional language can access some words in their own language. However, these are not displayed for other children to see and use and parents are not invited to add to them.

Good partnerships are in place with parents and other professionals including the local authority to ensure the continuity of care and support for the children who attend. Parent's can access a range of information about the holiday scheme

through the parent's notice board and the company website which includes all the policies and procedures in place. Parents make many positive comments in the parent's questionnaires such as, how much their child enjoys coming and the friendly and enthusiastic staff. Parents are informed verbally how their child has spent their day and any concerns are shared. The holiday scheme is managed by a dedicated and caring manager who is committed to improving outcomes for children. A range of systems are in place to continually evaluate the holiday scheme including completed parental and children's questionnaires. Meetings at the beginning and end of the day enable staff to contribute their ideas and to discuss how the day has gone. The activity manager is committed to enabling and supporting staff in gaining relevant play work qualifications and to attend further training opportunities. All the recommendations from the last inspection have been readily addressed. All of these measures ensure the sustained and continuous development of the holiday scheme and enhance the outcomes for children who attend.

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

Children have a wonderful time at the holiday scheme. They readily approach visitors and tell them "this is the best holiday club ever" they comment on how they enjoy meeting and making new friends from other schools and the friendly and caring staff. Planning for children's activities and experiences ensure that all children continually develop, learn and acquire new skills and make many new achievements as they participate in the exceptional wide variety of activities on offer. For example, learning to swim or kayak for the first time. Children's learning and development is monitored through observation and staff highlight children's enjoyment of an activity and the progress they have made to inform future planning. Children benefit from playing in the extensive school grounds for example, they readily make dens and tree houses in the woods. They negotiate and liaise together when deciding how big the logs have to be and how they are going to get them up the tree so they can continue to build the tree house. Staff sensitively support and supervise the children but allow the children to experience challenge and make decisions on their own or part of a group about the tree house.

Children have many opportunities to be creative. They enjoy making lizards out of beads and lanterns for Halloween they enjoy art and craft work and are proud of their achievements showing the finished art work to their friends and staff. Children thoroughly enjoy participating in a range of indoor and outdoor games such as, dodge ball and sports games where they often play against the staff and develop their number skills as they help keep the scores. Children are becoming very aware of environmental issues in a fun way as they join the 'super hero' recycling man who helps them to think about re-cycling issues and they make and design boats using old boxes and other used items. Staff help children with a range of interesting experiments for example, participating in a challenge to see who can design a protective cover for an egg so when dropped from a height it will

not break. All children thoroughly enjoy participating in the experiment and watch as each egg is dropped to see what happens and discussions then take place on why the egg did or did not break. Bug hunting walks and bark rubbings enable the children to be aware of nature and talks with the schools resident eco-teacher enable children to have a better understanding of sustainability. Film club helps the children feel a sense of belonging as they can help to choose the films they wish to see and staff ensure they are suitable for the different ages of the children attending. The chill-out rooms help the children to develop their own imaginative play using a variety of resources such as, tents and a range of construction items.

Children develop sound relationships with staff and they readily approach them and include them in their play and games. Children are well behaved and are aware of the behaviour steps in place. Older children readily show care and concerns for the younger children attending and help them in their play if required. Staff encourage children to develop confidence and high levels of self-esteem through regular praise and encouragement. Children celebrate different events and festivals in a variety of ways for instance, making items linked to the festival and world food day where they taste a range of foods from different countries. Some staff use sign language with the children, helping them to learn how to communicate with each other in a different way.

Children understand how to keep themselves safe through a range of safety procedures in place and gentle reminders from staff when appropriate. For example, children are aware not to cross the roads within the school site unless a member of staff is with them. Children learn about hygiene issues through established routines and posters reminding them of when and why they should wash their hands. Snack and mealtimes are sociable occasions where all the children meet up in the large sports hall to talk to staff and meet the other children attending. Some children can access a drink independently, when they require, in the areas they are playing in. However, water is not available to the children in other areas, this means children cannot always access a drink independently and they have to ask a member of staff to get one for them. Children have plenty of outdoor play choices, including participating in sports games and activities such as football, these activities encourage the children to be physically active and enjoy the benefits of fresh air and exercise.

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	1
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

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	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	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