

# Kids Holiday Club

Inspection report for early years provision

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**Unique reference number**

EY432842

**Inspection date**

16/02/2012

**Inspector**

Anne Barnsley

**Setting address**

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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**

Kids Holiday Club is run by 4Children which has charitable status and was registered in 2011. It operates from All Saints School in the village of Waddington in Lincolnshire. It is accessible with car parking available at the front of the setting. The setting serves the local area and surrounding areas. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The holiday club opens Monday to Friday from 7.30am to 6pm during school holidays. Children are able to attend for a variety of sessions. A maximum of 40 children may attend the setting at any one time aged from two to eight years. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 118 children on roll; of whom, 10 are in the early years age group. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs six staff, five of whom hold appropriate early years qualifications. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Children enjoy their time at the holiday club, engaging in many activities and play with their friends. They are happy and settled as they know the staff and each other well. Staff are well organised and ensure that the environment is both safe and stimulating on a daily basis. Partnerships are effectively established with parents and other settings that children attend. Self-evaluation is reflective and nearing completion to show future targets for ongoing developments.

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

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

- enable children to have greater opportunities to use and develop their skills with information and communication technology
- develop self-evaluation further to show targets for future improvements more clearly and how these are prioritised.

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

Staff safeguard children well as they have strong knowledge about their duty to protect children. All have completed training and update this as part of their mandatory professional development. The supervisor and staff work well as a team and share the company's vision and ethos. They are well organised and effectively implement comprehensive policies and procedures that ensure children's good health and welfare. All policies and procedures are regularly updated to take

account of changes to legislation and to improve practice. Risk assessments are thorough and daily health and safety checks are completed by staff to ensure the continued safety of children. All persons who have regular close contact with children are vetted for their suitability. Security and the procedures for receiving visitors into the setting are robust.

The staff have established strong partnerships with parents. They both gather and exchange relevant information that keeps both parties well informed about children's needs. Staff are approachable and parents' views are sought both verbally and through regular questionnaires. Staff discuss children's likes and dislikes with parents and with the children. This means that the setting successfully provides activities that embrace children's preferences. The setting uses the school premises, where most children attend. The staff work closely with the school to ensure that children are well supported. The setting has also established purposeful partnerships and relationships with other professionals and settings that children are involved with. This is a close community and the setting has good knowledge of facilities, training events and clubs that may interest parents and is able to support them well.

As part of the setting's commitment to improvement, since registration they have completed an accurate self-evaluation. This clearly sets out the improvements that have been made, for example, obtaining many more resources, in particular for the outdoor environment in response to children's views. Breakfast is now provided for children in response to a request from the parents. Future improvements are planned. However, the details of these are not yet clearly identified as targets to show how they are being prioritised. However, all staff, parents and children contribute their views to self-evaluation and this ensures that everyone's views are considered and respected.

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

Children are happy and settle well as most attend the school and are familiar with their environment. The majority of the children also attend the after school club in a nearby location, which is run by the same staff. Children contribute well to the club through their ideas about activities and by helping to make the club rules. They behave well and are polite and responsive to staff and to each other. Older children in the club are very good role models for the younger children and this creates a harmonious and caring environment. They are treated with respect by the staff and in turn treat each other with respect. They are successfully developing skills that they need for their future.

Children use the same resources as they do at the after school club as staff transport these from one location to the other. The resources are of good quality and varied to cover all areas of learning. Children are able to self-select and make their own choices about how they wish to spend their time. In addition to this, staff always plan creative activities everyday that children may participate in if they wish. Some examples of these are making wooden spoon dolls, bracelets,

Valentine cup cakes and biscuits. Children enjoy making dens with their friends, playing with wooden blocks, using equipment to balance on, water play in various forms and many different crafts. They make good use of a camera that belongs to the setting and dancing to music that they have put on the CD player. Resources that extend their ability with information and communication technology are limited, however, they do have the use of a large computer suite when they are at school. Outdoor play is very popular at this setting and in the warmer months indoor resources are taken outdoors, so that children spend most of their time in the fresh air. During the colder months, children still go outside at least twice each day. They have a very large playing field to play on and also a playground area with built in shops for role play and an adventure trim trail. They go for walks out and about in the local area to visit the shops and to use a local park with larger apparatus. Children learn well about adopting healthy lifestyles and being safe as they get plenty of exercise. They wear high visibility vests when they go out and about and learn about safety on the road and being responsible. They are provided with healthy and nutritious breakfasts and both hot and cold snacks. Throughout the session, children access a large fruit bowl and enjoy a range of fruits, which keeps them from being hungry. Drinks are accessible all through the session and children help themselves when they are thirsty. Their welfare needs are met well and they clearly enjoy their time. One child made a brochure about the club and wrote on it that 'every child will leave the club with a smile on their face'.

## 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

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