

# The Holiday Club @ Chiltern Edge

Inspection report for early years provision

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EY426752

**Inspection date**

03/04/2012

**Inspector**

Anne Faithfull

**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**

The Holiday Club @ Chiltern Edge is run by Chiltern Edge School and is situated in Sonning Common, Oxfordshire. The club registered in 2011 and operates from a variety of rooms and outside areas on the school site. The club serves families from the local community and surrounding areas.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 72 children under eight years may attend the club at any one time; of these no more than 16 may be in the early years age group. Children up to the age of 16 years may also attend. Currently there are 107 children between the ages of four and 12 years on roll. The club supports children with special educational needs and/or disabilities.

The club operates during the Christmas, Easter and summer school holidays, excluding bank holidays. Sessions run from 8.30am to 5.30pm Monday to Friday. The club employs seven staff and of these five hold appropriate early years qualifications. The club employs extra staff if required depending on the numbers of children attending each holiday.

## **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 club. All staff are enthusiastic, motivated and work effectively as a team to ensure each child is valued, included and respected. Children access a suitable range of resources, activities and outings, which enable them to continue to learn and develop in a fun environment. Overall, most children's safety, hygiene and welfare are promoted well. Daily self-evaluations completed by the staff identify what went well, children's reactions and their enjoyment of the activities. This helps to ensure the continuous improvement of the club.

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

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

- make sure children can independently access a drink of water when they require
- make sure all children have the opportunity to learn and participate in the emergency evacuation procedure.

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

Staff help safeguard children through the use of effective recruitment and vetting procedures, including thorough procedures for the induction of new staff. All staff have a competent understanding of child protection procedures and know who to contact should they be concerned about a child in their care. Secure procedures are in place to ensure unvetted persons do not have access to the children and all visitors to the club have their identification checked. Children's safety is a priority and staff complete thorough risk assessments, which cover all aspects of the environment and every activity the children participate in. As a result, hazards to children are minimised. Staff remind all children of the fire evacuation procedures verbally when they first arrive. However, some younger children when asked were still not sure of the steps to take as they had not had the opportunity to participate in a fire evacuation drill. Staff deploy themselves well both inside and outside to ensure that children are supervised effectively and remain safe.

All staff are enthusiastic, work well as a team and strive to ensure that children enjoy themselves at the club. They clearly understand their responsibilities and offer support and guidance continually, especially with children who have not attended the club before. Children have access to a wide range of resources linked to their chosen activity. Free time enables the children to further access a variety of other resources and equipment. Equality and diversity is promoted successfully within the club. A range of activities, resources and discussions with the staff 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. Children who attend with special educational needs and/or disabilities are supported effectively. Staff recognise and meet their specific individual needs and requirements.

Good partnerships are in place with parents and professionals, including the local authority. This helps staff offer good continuity of care, learning and support for the children who attend. Parents can access a wide range of information about the holiday scheme through the parent's notice board and the holiday club web-site. This includes all the policies and procedures of the club. Parents receive verbal feedback each day regarding how their child has spent their time at the club and any concerns are shared. Effective systems are in place to continually evaluate the club and identify areas for further improvement. Staff make good use of completed parental and children's questionnaires. Some areas of development have already been highlighted and addressed through effective self-evaluation. Staff have reviewed, for example, the number and ages of children in each activity session and planned a longer free time to enable the children to rest and relax with others. The management team are committed to enabling and supporting staff in gaining relevant qualifications and providing further training opportunities. 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 club. They readily approach visitors and show them hats they spontaneously decide to wear during the art and craft session. They comment on how much they enjoy coming to the club and the friendliness of the staff. Planning for children's activities and experiences ensure that all children continually develop, learn and acquire new skills. Younger children's learning and development is monitored through observation. Staff highlight children's enjoyment of an activity and the progress they make to inform future planning. For example, an outing has been arranged for the children to visit a golf centre in response to their current interest. Good use is made of the school grounds to promote exercise, especially the wild area and woods. Children can go on nature walks, build dens and make camp fires. Staff sensitively support and supervise the children but allow them to experience challenge and make decisions on their own or part of a group. The musical theatre activity sessions enable children to develop their singing and acting skills. They enjoy putting on a show at the end of the holiday for their parents, staff and the other children attending.

Children have many opportunities to be creative. They enjoy making masks relating to animals found in the jungle. These are to help the drama and music group with their production at the end of the holiday of the Lion King. All children readily participate in planning, designing and creating a range of materials, for example, the club welcome poster. Staff talk to the children about different cultures, events and festivals. Children readily use the art and craft session to make Easter rabbits and design their own Easter egg. All children are proud of their achievements showing the finished welcome poster to their friends, visitors and staff. The display board in the canteen includes photographs taken by staff of the children participating in a range of activities. Staff value individual achievements of the children such as the boat they have made out of construction bricks. The display board also gives children the opportunity to recall the activities they have taken part in and show their parents the items they have made. Children thoroughly enjoy participating in a range of indoor and outdoor games such as, cricket, football and rounders. They develop their number skills as they help keep the scores or count the number of children and staff in the team. Some sessions enable the children to use a range of technology or just to rest and relax after an energetic activity session.

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 rules 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 understand how to keep themselves safe through a range of safety procedures in place. These include staff talking and showing the younger children how to use scissors correctly and reminding older children not to run indoors. Children learn about hygiene issues through established routines. Mealtimes are sociable occasions where all children meet up in the large canteen to talk to staff and friends. Staff ask children if they

wish to have a drink in the various activity sessions. However, water and cups are not readily accessible to the children so they can independently access a drink. Children have plenty of outdoor play choices, including participating in sports games and activities in the woods. These activities encourage the children to be physically active and enjoy the benefits of fresh air and exercise.  
[MSOffice1]Long sentences reduced.

## 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