

Kidz Size

Inspection report for early years provision

Unique reference number	EY342923
Inspection date	02/04/2012
Inspector	Maggi Hunt
Setting address	Alexander Sport Centre, Sidney Road, BEDFORD, MK40 2BQ
Telephone number	07782 375 090
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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

Kidzsize Holiday Club at Alexander Sports Centre was first registered in 2007 and is located in Bedford. It is one of the settings operated by Sport Services Ltd. The setting has access to a main hall, toilets and a sports field. The setting operates during the summer and Easter school holidays, on weekdays, from 8.30am to 4.30pm. A maximum of 32 children may attend at any time, of whom no more than 32 may be in the early years age range. No children under four years of age may attend. A total of 178 children aged from four to 12 years are enrolled to attend at various times during the Easter holidays. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting serves the local area. The setting provides support for children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting employs eight members of staff. None of whom, currently, has a relevant childcare qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming and safe environment. They are happy and settled and enjoy their experiences whilst in the setting. Overall, they make sound progress in the Early Years Foundation Stage. The partnerships with parents and other agencies are good and ensure that staff know individual children well and are able to meet their needs. Overall, leadership and management is effective and areas have been identified for on-going improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that all supervisors hold a full and relevant level 3 qualification and half of all other staff hold a full and relevant level 2 qualification (Suitable people) (also applies to both parts of the childcare register) 25/04/2012

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

- ensure both the environment and resources meet children's individual needs by providing space and opportunities for relaxation and quiet times

- improve opportunities for children to be creative when accessing art and craft activities by offering a wide range of resources to support free expression.

The effectiveness of leadership and management of the early years provision

Children are well protected and their welfare promoted because arrangements for safeguarding children are good. Staff understand and recognise signs and symptoms of abuse and have undertaken appropriate training, which is regularly updated. They are familiar with the procedures to follow to report concerns. A written policy and all relevant guidance documents are in place and all staff and parents are made aware of the policy and procedures. Vetting and induction procedures for all adults who work with or come into contact with children are secure. Risks of accidental injury is minimised during the indoor and outdoor activities because staff supervise the children well and carry out regular risk assessments of the provision. Security within the setting is good. Children are reminded at the start of each session about safe conduct and procedures are consistently implemented.

Staff are kind, committed and very effective role models. They are very enthusiastic about their work and this generates real enthusiasm in the children. Staff make very good use of praise and acknowledge children's efforts and achievements. They focus heavily on attitudes and commitment alongside the acquisition of skills, in the activity based provision. Overall, there are suitable resources to support children's learning. However, younger children do not have sufficient space for relaxation or to play quietly.

The setting is committed to improving the well-being of the children in its care. The management monitors and evaluates the quality of the provision, using an accreditation scheme and feedback from staff, children and parents. The management encourages and supports staff development to improve existing practice, by providing both in house and external training. All staff have a range of qualifications linked to sport and skills teaching and are experienced in working with children. However, no member of staff, including the supervisor, has a full and relevant childcare qualification. This is a breach in requirements.

Relationships with parents and carers are open, friendly and professional. Parents comment positively on the quality of the holiday club and how much their children look forward to attending. Partnerships with other agencies, for example, local schools and the local authority, are effective. All staff promote an inclusive environment very effectively. No child is excluded because staff ensure that they understand and meet children's individual needs.

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

Overall, children are offered a suitable variety of play opportunities that support them in making satisfactory progress in the Early Years Foundation Stage. They are happy and relaxed in a welcoming environment. Staff ensure new children settle into the sessions, through a fun group time when introductions are made and basic procedures explained. Staff offer a well planned and enjoyable range of activities. Although the main focus of the holiday club is sport based, children's overall development is supported because staff take the time to find out about them. Consequently they can attend to their individual needs.

Staff interact positively and enthusiastically with children at all times and, as a result, children are confident and sociable. They have opportunities to develop their personal independence at the beginning and end of the day by freely choosing activities. They can also opt out of activities during the day should they wish. They concentrate as they listen carefully to, and follow instructions, or when undertaking art and craft activities, and are genuinely proud of their achievements. They cooperate and play well together, sharing resources and equipment. Children learn new words and their meanings as they extend their communication skills when interacting with staff and other children. They enjoy problem solving when using construction toys, and also learn positional language and have opportunities to count, as they participate in activities and games.

Children use their imagination, for example, when playing 'Shark Attack' with the parachute. However, the art and craft activities do not offer sufficient opportunities for free expression as they rely heavily on the use of templates. Children have ample opportunities to develop their physical skills. They engage in a range of games and activities where they are encouraged to develop new skills. They also manoeuvre wheeled toys and learn how to use small equipment, for example, scissors. Children are developing a good understanding of how to stay safe. They follow careful routines, for example, as they move from one activity session to another.

Staff use discussion and questioning effectively to encourage children to think for themselves. They are consistent, enthusiastic and model appropriate attitudes. Consequently, children's behaviour is very good. Teamwork is given a high priority and enables children to learn to share, take turns and cooperate with each other. The use of a points reward system, whereby both individuals and teams gain points for social skills, as well as achievements, positively promotes appropriate behaviour. Children are actively encouraged to respect each other's views and opinions, for example, when choosing the group name.

Children are developing a good awareness of what constitutes healthy lifestyles. They adopt good hygiene routines which help to prevent the spread of infection. The setting actively promotes healthy eating by offering guidance to parents about the contents of packed lunches and snacks and by discussing the benefits of exercise with children.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable people) 25/04/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable people) 25/04/2012