

The White Horse Leisure & Tennis Centre

Inspection report for early years provision

Unique reference number	EY222555
Inspection date	12/04/2012
Inspector	Karen Prager

Setting address	Audlett Drive, Abingdon, Oxfordshire, OX14 3PJ
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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 White Horse Leisure and Tennis Centre registered in 2002. It is situated in the north of Abingdon, in Oxfordshire. The centre provides a holiday play scheme and a creche. The creche is registered on the voluntary part of the Childcare Register to provide a maximum of 18 places each session for children aged between three months and five years.

This inspection focuses on the holiday play scheme, which is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. The play scheme is registered to provide a maximum of 50 places for children aged five to eight years. Older children may also attend. The number of children on roll varies. There are currently 16 children in the early years age range on roll, who have been attending during this holiday period. A total of around 40 children attend each day including older age children. The play scheme runs during the school holidays between 8.30am and 5.30pm. Children attending the play scheme spend most of their time in a sports hall. They also have opportunities to use other areas within the sports centre including the swimming pool, and tennis and squash courts. Outdoor space is available to use.

Children attend for a variety of sessions. There are three full-time and seven part-time staff who work in the play scheme. Of these, six hold appropriate early years qualifications at level 2 and above and one holds a basic play work qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are valued and welcomed at this friendly holiday club. It effectively boosts children's self-esteem and their behaviour is good. The qualified and experienced staff, who know children's individual needs, treat children with equal concern. Staff provide a generally sufficient range of play activities, which overall effectively supports learning and development. Positive partnerships are formed with parents and professionals, and key person systems are developing. Staff evaluate the provision well and demonstrate a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- extend opportunities for children to play outdoors and include activities which incorporate all areas of learning and development.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding are robust and staff demonstrate a high level of commitment to promoting children's safety. Staff are clear about their roles and responsibilities for supporting children's welfare through good knowledge of the club's well-written and accessible policies and procedures. All staff attend safeguarding training and know the procedures to follow for any child welfare concerns. Children are cared for in areas specifically dedicated to their play and are well supervised. Effective risk assessments are in place. These clearly identify any areas of risk to enable staff to provide a safe environment for children to play and learn inside and out.

The management of the holiday care is overseen by the creche manager and there are clear lines of communication between staff, which means that information is shared well and the quality of the provision is regularly monitored and improved. The manager constantly seeks to improve the provision for the children. She seeks the views of staff, children and parents and accommodates changes as appropriate. Staff regularly consult with parents to gain their views about the quality of provision. They use the Ofsted online self-evaluation system to formalise their assessment and drive improvements in the quality of care and learning.

A good range of activities and resources is available and set out to provide a welcoming environment to children. The large sports hall, where children spend the majority of their time, is arranged to provide space where children can engage in active games or participate in craft activities. There is also a quieter area where they can rest and read books. Children also participate in weekly outings and activities around the leisure centre, including trampoline sessions and swimming. Although children have many opportunities for active play indoors, there are fewer opportunities for outdoor play. Policies and procedures effectively promote inclusive practice. Staff value the individuality of each child and take active steps to enable all children participate in enjoyable activities. Staff develop friendly, positive relationships between parents and carers which support children's needs well. Parents and carers receive information about the setting through the children's registration form and have access to policy and planning files. The manager initiates contact with other agencies involved in children's care and learning to develop partnerships and any feedback is used effectively to promote children's achievement and well-being.

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

Children enter the club confidently and look to see what is on offer for the session. They are happy and settled, and participate willingly in activities. Staff have a good understanding of the Early Years Foundation Stage framework and are good role models. Children's welfare and learning is promoted well. Staff know children well, calling them by name and knowing what activities they like to be engaged in. Staff

make the expectations of behaviour clear and children respond well. Children treat staff with respect and their behaviour is very good. Although there are many older children, this does not affect the quality of care the younger children receive. Children come to know that people's needs are different, for example through the range of ages and abilities of children who attend.

Children move around confidently making their own decisions about what to do. Staff adopt a largely child-led approach to activities and support children in their choice of what to do, and leading activities such as dodge ball when asked. The day has structure with children sitting together for snacks and lunch and they demonstrate a good understanding of healthy lifestyles. Children eagerly run to wash their hands before eating and are encouraged to be independent in this. They sit with siblings or friends from school, and also confidently develop new friendships with children of all ages. Children eat packed lunches supplied by their parents who receive clear information about the policy to promote healthy lifestyles through activities and nutrition. Children talk with staff about the contents of their lunchbox and discuss the different ways to peel a banana. Children tidy up without prompting when they have finished and know to place paper, cans and plastic bottles in a separate container for recycling. Staff plan a daily craft activity and children concentrate as they construct a windmill. Children work together to create celebratory cards. They consider what they like doing when they come to the club and draw their favourite activity. The pictures are displayed on the wall, alongside other posters and art work which brightens the corner of the sports hall, and provides children with a sense of belonging. Children settle with others on the rug and cushions to look at books and play together with the bricks. Children also benefit from the optional swimming activity each afternoon. Most children thoroughly enjoy this time playing games in the water. They work in teams to retrieve floating toys and develop strength and confidence in the water playing 'tag'. Staff encourage children to develop independence when they get changed for swimming.

All children are safeguarded and have a good understanding of their own safety and that of others. Children know how to walk together safely around the centre and the rules to be followed when they use the swimming pool or trampoline. Children thoroughly enjoy the weekly outing. They visit a local farm and talk enthusiastically about feeding the lambs. Children acquire age-appropriate skills and abilities. Outcomes for children are consistently promoted. Children thrive as they make choices, invent games and talk about what they are doing. They are motivated to explore and think about how they want to spend their time. Children feel very safe and have very good relationships with adults. This provides a secure basis for their learning and development. Their progress prepares them for future learning needs.

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	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

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	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