

Barracudas

Inspection report for early years provision

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Inspector	Jane Mount

Setting address	Watford Grammar School for Boys, Rickmansworth Road, WATFORD, WD18 7JF
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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

Barracudas registered in December 2011 and operates from Watford Grammar School for Boys in Watford, Hertfordshire. It is one of a group of activity day camps owned by Young World Leisure Group Limited. The activity camp uses several classrooms, a sports hall and dance studio, and associated facilities. It is accessible to all children and includes use of the school playing fields.

The setting operates Monday to Friday during the Easter and summer school holidays. Sessions are from 8am to 6pm. A maximum of 156 children up to the age of eight years may attend at any one time, 78 of whom may be in the early years age range. Children up to the age of 16 years may also attend. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are nine members of staff working with the children, the majority of whom hold an appropriate qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Positive partnerships with parents and carers ensure children's individual needs are met with an inclusive environment provided to all. A committed staff team effectively implement the setting's policies and procedures to ensure children are safe and their welfare is protected. They support children well in their learning and development as the activities provided are tailored to meet the individual needs and interests of the children. The provision has a positive attitude to improvement and is, overall, aware of its key strengths and the areas to develop further. Systems to effectively monitor the quality of the service provided and to ensure continuous improvement, such as self-evaluation, have been implemented and are in the early stages of development.

What steps need to be taken to improve provision further?

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

- develop further a quality improvement process, such as self-evaluation, to more closely monitor and extend effective practice to ensure continuous improvement.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are secure and children's welfare is protected. Robust vetting procedures ensure children's welfare is protected, with all staff undertaking safeguarding training to ensure they fully understand their roles and responsibilities. Clear management responsibilities in relation to child protection have been established, including having named designated persons to ensure safeguarding procedures are correctly followed if there is a concern. Children's safety is paramount and the implementation of detailed written risk assessments ensure the environment they use is safe and any potential hazards are identified and minimised immediately. All required documentation to ensure the safe and efficient management of the setting is in place and shared appropriately.

Staff are guided by a management team who work hard to ensure a good quality service is provided. This is the provision's first inspection since registering and they are committed to fully implementing the Statutory Framework for the Early Years Foundation Stage. Overall, they are aware of their key strengths and have identified some areas they wish to develop further. There are some systems in place to monitor and assess the quality of the provision, such as seeking feedback from parents, staff and children. A self-evaluation system has also been implemented and the setting aims to actively use this in the future to systematically identify strengths and areas for further development to ensure continuous improvement.

Space, resources and staff are organised to provide an inclusive environment. All children and their families are valued and included, with staff who are approachable and friendly. Positive relationships with parents and carers ensure children's needs are met, with many ways used to ensure information is effectively shared with parents. This includes providing a comprehensive brochure about the provision, informative notice boards, regular newsletters and daily verbal communications. 'All about me' booklets have been introduced and these help to ensure children's individual needs are identified and met; consequently, children quickly develop a strong sense of security and belonging. The setting actively promotes equality of opportunity and is proactive in working with parents and others to support and meet the needs of individual children. They also show a positive attitude and awareness of liaising with other providers delivering the Early Years Foundation Stage.

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

Children arrive happy and quickly settle and engage in activities. They take part in a range of fun activities and play experiences which are appropriate to their ages and interests. Children's learning and development are promoted, with systems for observing children in place which show their starting points and achievements while attending the activity camp. These are shared with parents. Child-initiated

and adult-led activities are well balanced to encourage children to be active learners, with the environment organised to cover the six areas of learning. Children can make independent choices in their play with staff who encourage them to make decisions and to take responsibility. Consequently, children enjoy their surroundings and show a keen interest in what they do with staff who support them well in their play.

Children have regular opportunities to explore varied art media, such as painting, drawing and cutting and sticking. They use a variety of resources, including paper plates and tissue paper, to make underwater creatures and talk excitedly about their creations. They enjoy drawing pictures of some of their favourite activities, such as playing on the bouncy castle or racing in the pedal cars. Some of the children's artwork is displayed which gives them a sense of achievement. Children use their imaginations to express themselves and enjoy building models with construction bricks.

Staff promote children's good health and well-being and take effective steps to prevent the spread of infection, such as ensuring children wash their hands before having their lunch. Children have regular opportunities to learn about the benefits of a healthy diet. They are encouraged to make healthy food choices, for example buying different fruits from the activity camp fruit shop, and staff encourage discussion about the benefits of eating fruit and vegetables. Children are learning that exercise is fun, and use a varied range of indoor and outdoor equipment and participate in a range of activities on a daily basis to develop self-confidence in their physical skills. They demonstrate a strong sense of security and are confident and self-assured in the setting. Positive relationships between staff, children and parents enable children to feel secure.

The environment is safe and staff help children gain an awareness of keeping themselves and others safe. They discuss simple safety procedures, such as not running down the stairs when going outside. Children learn how to stay safe in an emergency as they participate in regular fire drills. Children behave well and behaviour is managed in a positive manner with clear boundaries set by staff. Staff focus on positive language and reward effort as well as results. They encourage children to take turns, reinforce sharing and often talk about the impact children's behaviour can have on others. Praise and encouragement from staff ensure children develop high levels of self-esteem, and they show real enthusiasm for what they are doing.

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