

Holy Family Holiday Scheme

Inspection report for early years provision

Unique reference number

EY283060

Inspection date

26/07/2012

Inspector

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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

Holy Family holiday play scheme operates in a local primary school in Tower Hamlets. The holiday play scheme serves the local community. Children have the use of the whole of the school premises. There is a fully enclosed outside play area. (This site is predominantly used as a reserve site) This group is operated by Tower Hamlets Local Authority within the Parent and Family Support Service.

The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 80 children under 8 years may attend at any one time, with 24 of these in the early years age group. There are currently 24 children on roll. The setting operates Monday to Friday from 8am to 6pm. There are seven members of staff, all of whom hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met overall and they make good progress towards the early learning goals of the Early Years Foundation Stage. Children enjoy a good variety of play experiences during their summer holidays at the play scheme. However, there are too few opportunities for children to talk in small groups. Staff's robust knowledge of safeguarding procedures helps to support children's well-being. Good partnerships with parents are established and effective continuous improvement and self-evaluation improves practice.

What steps need to be taken to improve provision further?

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

- plan regular, short periods when children listen to others, share experiences, talk about home life and describe something they have seen or done.

The effectiveness of leadership and management of the early years provision

Robust safeguarding procedures as well as staff's good understanding of safeguarding protects children, should concerns be raised. Staff remove potential dangers to children by completing detailed risk assessments. All relevant documentation, required to maintain the smooth and safe running of the play scheme, is available.

Good resources both inside and outside excite and stimulate children in their learning. Children relax and have fun at the play scheme and resources compliment the six areas of learning. Children learn about different festivals, such

as Eid. They draw pictures and learn about hand art for Eid. Staff's detailed knowledge of children's individual needs means that equality and diversity is positively promoted.

Effective partnerships with outside agencies and schools help children to progress and achieve. Good communications between all professionals mean that relevant information is shared, which helps meet the needs of children. Strong partnerships with parents are encouraged by staff. All parents receive good quality information about the play scheme. Staff talk to parents on a daily basis about their child's day and progress.

Robust self-evaluation carried out by staff at the beginning and end of the summer play scheme helps develop how the group can improve. Staff's on-going training throughout the year embeds good ambition and drives improvement.

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

Children understand how to keep safe. They listen to safety guidance from staff as they play on the bouncy castle. They count each other to ensure only four children play at a time for an allocated period of time. Children play safely in the large well-equipped garden, taking turns on play equipment. They make a train line behind each other and walk slowly into different playrooms. Children learn about healthy lifestyles as they understand to drink water and to wear sun hats and suntan lotion in the hot weather. Children enjoy healthy snacks and discuss healthy foods in their packed lunch with staff. They enjoy physical exercise on the bouncy castle and play in the garden. Children develop skills for the future as they play with a range of programmable toys and understand how they work. Children behave well, show respect for each other and develop good friendships.

Staff show a good knowledge of how children learn. They plan and provide learning experiences across the six areas of learning. At the end of the summer play scheme children take home 'WOW' books showing photos of play and work they have done. This shows parents how children have enjoyed and learnt from different play activities.

Children are interested and excited to learn. They settle and are happy. However, children have too few opportunities to sit together and share experiences, so they can begin to develop confidence when they start at the play scheme. Children maintain attention and concentration as they make play dough. Children enjoy listening to stories and speak clearly and with confidence. They use and hold a pencil effectively and form recognizable letters. Children count reliably up to ten as they count each other and solve practical problems during play. Children measure and mix play dough ingredients, including colouring, flour and oil. They use mathematical language, for example, working out 'how much more'. Children learn about living things as they leave bread for the birds outside in the garden. They build and construct with different bricks and puzzles and celebrate the Olympics by making medals and flags from different countries. Children move with confidence, control and coordination as they play in the garden. Children create with sand and water and make Mehndi pictures to celebrate Eid festival.

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