

Goldilocks Holiday Care

Inspection report for early years provision

Unique reference number

EY440867

Inspection date

31/07/2012

Inspector

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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

Goldilocks Holiday Care was registered in 2012. The club is privately owned and operates from the school hall and classrooms within William MacGregor Primary School in Tamworth, Staffordshire. The club offers school holiday care. It is accessible to children attending the host school and other local schools. The club uses the school playground and playing field for outdoor play.

The club operates each weekday during most school holidays from 8am until 6pm. Children are able to attend for a variety of sessions. The club is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children aged from four to eight years may attend at any one time. The admission policy allows children up to the age of 14 years attend. Currently, there are 36 children on roll, 11 of whom are in the early years age range. The club supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are seven members of staff employed to work directly with the children, five of whom hold relevant qualifications in both the early years field and play work practice. The setting receives support from the local authority and have developed good links with the host school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this friendly club because caring staff engage positively with them and make sure that they are all involved and treated equally. Staff have a good understanding of the Early Years Foundation Stage. Consequently, children make good progress in their learning and development. Positive relationships are established with parents through a variety of ways with most welfare requirements being met. While the system for self-evaluation is in the early stages, the setting demonstrates a commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- obtain written parental permission at the time of the child's admission to seek emergency medical advice or treatment (Safeguarding and promoting children's welfare). 14/08/2012

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

- extend the process of self-evaluation to accurately highlight areas for

ongoing improvement to improve outcomes for children and ensure welfare requirements are met

- develop further systems for ensuring staff's ongoing suitability to work with children.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their responsibilities in safeguarding and promoting children's welfare. They understand the procedure to follow in the event of a concern about a child in their care. Detailed health and safety procedures are adhered to, ensuring that children play in a safe environment with suitable resources and equipment. Risk assessments are thorough and the manager has given good attention to making sure that children are safe while work is being undertaken in the school during the holidays. Identification checks are completed on arrival at the setting and a visitor's book is in place. Staff are vigilant and supervise the children well while playing indoors and outside. Robust employment procedures are in place to confirm that all staff are suitable to work with children at the point of employment. However, procedures to confirm their ongoing suitability have not yet been devised to further enhance children's safety and welfare. Most of the required documentation and parental consents are in place, with the exception of written consent from parents to enable the setting to seek emergency medical treatment or advice. This is a breach of a specific legal requirement and has the potential to impact on children's well-being.

Children develop a sense of belonging at the setting because caring staff engage positively with them. They enthusiastically involve themselves in activities of their choice and play well together. Children are relaxed and sufficiently confident to approach staff with any requests for equipment or if they have concerns. Space is used well to give children opportunities to play imaginatively or sit together sharing ideas at the drawing table. The day is organised to ensure outdoor play takes place. During quiet time after lunch, children like to play board and card games with staff and their friends. This is an inclusive setting where staff take time to get to know children and anyone new settle quickly as staff are aware of their individual needs and unique characteristics. A key worker system is in place and children's learning and development is supported well as staff link observations directly into planning.

Children benefit from good partnerships with parents. Parents receive detailed information, including policies and procedures and information is displayed on notice boards in the reception area. This includes details about planned activities, topics and safeguarding procedures. Daily discussions help to keep parents well informed about their child's day and achievements. Parents and children spoken to at the time of inspection expressed positive views about the provision and the friendly staff team. The setting recognises the benefits to children from partnership working with staff at the host school and others children attend. Staff work closely with local agencies when appropriate to ensure that children receive any additional support they need.

The processes for self-evaluation are in the early stages and are not yet sufficiently focussed to identify where some welfare requirements are not fully met. The provider is beginning to gather the views of parents and children to support her in monitoring the effectiveness of the provision. The provider views staff training and development as the key to their future success, securing improvement and improving outcomes for children.

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

Children achieve well and make good progress within the Early Years Foundation Stage across all areas of learning. They develop good skills to support their future learning because staff have a good knowledge of the learning and development requirements. Staff understand how children learn and are skilful in knowing when and how to intervene to enhance children's achievement and enjoyment. Children's achievement records include the starting points in their learning and observations are used well to plan for their next steps. A good range of photographs are included in the records, which clearly show children's achievement and enjoyment. They have lots of fun participating in a wide range of activities focussed around different topics, such as 'castles and moats' and enjoy making a 'dragons drink'. Staff ensure that plans include information about each child's interests to support them in making progress.

Children's personal, social and emotional development is fostered well. Children behave very well overall and they have been involved in devising the rules for the club. These include being kind and nice to each other. Staff discuss any inappropriate behaviour at each child's level of understanding, giving clear explanations and talking about the possible impact their behaviour has on others. Children become engrossed in activities they enjoy, such as dressing-up and construction. They problem solve as they complete puzzles, play games where they count their moves around the board and play 'table football' counting the number of goals, which they have scored. Children enjoy drawing pictures and they are able to write their names on their pictures. They have good discussions around the drawing table, talking about different birds and rhyming words. Children have a lively sense of humour and enjoy making up their own games. They take on different roles and characters as they become a singing zebra, superhero or a police officer. Children value the time that they spend outdoors, playing chasing games, ball games and hide and seek. This helps to promote their physical skills and confidence. They are helped to develop an understanding of a wider society through discussions and the use of resources reflecting positive images. These include books, posters, dressing-up clothes and dolls. Children enjoy cooking activities and show great pride when they make pizzas and bake cakes. Children are progressing well within the areas of learning, which support them in developing skills for the future.

Children's health and well-being is mostly well considered. Effective daily routines help reduce the risk of cross-infection with good attention given to hand washing procedures before mealtimes. Children's individual needs are catered for as staff are aware of any restrictions and parents' preferences. Parents provide a packed

lunch for their child's midday meal. The setting provides a teatime menu planner for parents and their child. They are able to select a two course meal from the choices available each day. This includes freshly cooked meals, such as cottage pie. Healthy snacks are provided, such as fresh fruit and bread sticks. Drinks are accessible to children and they can help themselves if they become thirsty. Children's understanding of safety is demonstrated through their play and they become aware of how to exit the premises in the event an emergency.

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