

Barracudas

Inspection report for early years provision

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Inspector Caroline Preston

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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 Easter and Summer activity camp opened in 2012 and is part of a national chain of out of school provisions run by Young World Leisure Group Limited. Barracudas operates from the grounds of Woodford County High School for Girls, in Woodford Green, in the London Borough of Redbridge. The camp serves the local community and is open during the Easter and Summer school holidays between 8am and 6pm. A maximum of 78 children under eight years may attend the camp at any one time, and of these, 78 may be in the early years age group. There are currently 22 children on roll in the early years age group. In total, 177 are on roll, aged from four and a half years to sixteen years. The activity club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Young World Leisure Group employs a qualified teacher to be responsible for the day-to-day management of the setting. In addition, there are 30 staff who work directly with the children. All staff receive in-house training before the camp opens.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well overall and they make good progress towards the early learning goals of the Early Years Foundation Stage. Children enjoy learning through a wide range of activities. However, there are fewer resources for play inside. Children enjoy many outdoor play experiences at the holiday club, which is the focus of the setting. Children are safeguarded well and their needs are met. Partnerships with parents are strong and good continuous improvement and self-evaluation supports better practice.

What steps need to be taken to improve provision further?

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

- extend the range of resources available to children to support their child initiated play indoors.

The effectiveness of leadership and management of the early years provision

Robust safeguarding procedures known and implemented by staff help keep children safe if concerns are raised. All staff undertake child protection training before the play scheme opens for the summer. Daily risk assessments completed by staff identify any potential hazards to children, both inside and outside. Overall, resources are good and are appropriate for the age and developmental stage of children attending. This is especially true in the outdoor area. However, there are fewer available indoors to enable children to make extensive choices in child initiated activities. There are currently no children on roll who attend other settings or need support from other agencies. However, the staff are aware of the need to work in partnership with any other settings if the need arises.

All staff know the backgrounds of children who attend; this is gathered through discussion with parents. This means they promote good equality and opportunity by addressing children's individual care and learning needs. Children celebrate the 2012 Olympics, learning about the different countries and the flags which represent them. A strong partnership with parents is established. This is because children may attend for a few days only, so staff are vigilant in obtaining relevant information and exchanging information with parents. Staff attend a range of training courses prior to the holiday club starting; this embeds ambition and drives improvement. Staff continually self-evaluate practice throughout the summer and make any required changes to improve the care and learning offered to the children.

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

Children learn about safety through discussions with staff. They learn the importance of keeping safe as they move across the large school setting. They talk about behaviour rules and walk in single lines singing as they move from classroom to classroom or from inside to outside. Children use a varied range of large physical apparatus such as bouncy castles. They discuss with staff how to play and learn from these resources in a safe manner. Children understand the importance of a healthy lifestyle as they talk about healthy options for the packed lunches they bring into the club. They have opportunities to purchase fruit from the fruit shop in the club. They play outside a lot using developing physical skills and enjoying the fresh air and sunshine. Children develop skills for the future as they play and learn from programmable toys. Children behave well and share and take turns with all the activities and resources.

Staff demonstrate a good understanding of how children learn and develop across the six areas of learning. They compliment each area in the activities children take part in at the holiday play scheme. Staff plan well and include a good range of different themes throughout the summer camp. They complete observations on all the children, sharing these with parents to show children's achievements. Children

have a positive approach to the activities, they are confident in cooperating with others as they play. They persist for extended periods of time whilst making pirate eye patches, masks and swords. Children have a developing respect for other cultures and countries as they celebrate the 'Olympics' learning about all the different countries taking part. Children form good relationships with each other and staff, although they may never have been to the play scheme before. They feel secure and show a sense of belonging through positive interactions. Children are confident at using more complex sentences during everyday play; they discuss the 'pirate topic' in detail with staff. They are confident in speaking to others about their wants and interests. Children create with paint and junk modelling, and express their intentions on what they want to create.

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

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| 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

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| 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 | 3 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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