

# Bells Holiday Club

Inspection report for early years provision

---

**Unique reference number**

EY443454

**Inspection date**

13/08/2012

**Inspector**

Kelly Eyre

**Setting address**

East Community Association, East Community Complex,  
Padholme Road, PETERBOROUGH, PE1 5EN

**Telephone number**

07805395862

**Email**

ann@bellsholidayclub.com

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Bells Holiday Club is privately owned and was registered in 2012. It operates from one main room within the community centre for the East Community Association in Peterborough. The setting serves the local and surrounding communities. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during all school holidays. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 40 children may attend the setting at any one time. There is currently one child on roll who is within the early years age range. The setting also offers care to children aged over five years to 12 years. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There were no early years children present at this inspection.

The setting employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3 or above. It receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The manager and staff demonstrate a positive attitude to self-evaluation and are developing procedures to support the continuous review of their work. They can therefore make appropriate changes which improve the outcomes for children. Effective partnerships with parents support staff in obtaining a clear understanding of children's needs. Staff use this information to make sure these are consistently met and children are offered appropriate support in order to be included in activities and routines. Resources and indoor and outdoor space are generally effectively planned, meaning that children are able to make some independent choices about their play and activities.

## **What steps need to be taken to improve provision further?**

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

- develop further a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop further procedures that support children in selecting and using activities and resources independently
- develop further opportunities for children to play outdoors, with particular reference to extending the use of the setting's outdoor play area.

## **The effectiveness of leadership and management of the early years provision**

The setting's implementation of appropriate safeguarding procedures means that children's welfare is promoted. A written policy further supports this and enables staff to work together to protect children. Thorough checks are carried out to ensure the suitability of all staff. Appropriate risk assessments mean that children's safety is promoted. Discussions and ongoing explanations from staff help children to develop their awareness of safety issues. For example, staff explain why running inside can be dangerous and also talk with children about keeping safe and healthy in warm weather.

The ongoing evaluation of their work enables staff to build a clear overview of the setting and to implement changes that improve the outcomes for children. For example, recent improvements include the addition of new resources, such as board games, offering children further choices and play opportunities. However, the self-evaluation process is not fully utilised to inform the overall review of daily practice and to evaluate the impact of changes made. Resources are generally used efficiently to support children's learning and development. For example, children enjoy visiting the nearby museum and swimming pool.

Appropriate policies and procedures enable staff to promote an inclusive environment. For example, there are procedures which explain children's rights and how these will be promoted within the setting. The manager and staff act as good role models, creating a positive environment and encouraging children to respect each other. Effective communication procedures mean that parents and carers are adequately informed of their children's progress and activities. For example, they talk daily with staff and are able to access the setting's website for further information. Currently there are no children on roll who have special educational needs and/or disabilities or who speak English as an additional language. However, the manager and staff understand the importance of working closely with other providers and outside agencies to ensure that children's needs are met effectively.

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

The manager and staff have a clear aim of providing a safe environment for children to enjoy themselves during the school holidays. They also have a sound understanding of the Early Years Foundation Stage. This means that they are able to offer children appropriate care and a variety of activities that support their learning. There are procedures in place for staff to observe and assess children as they play. This information is then used to help inform the activity planning, supporting the promotion of children's individual development.

Staff set out the resources for each session, organising the room effectively in order to meet children's varying needs. For example, there is a table where children are able to help themselves to drinks and snacks when needed. However,

the procedures for the storage and display of resources do not consistently support children in selecting and using activities and resources independently, limiting their free choice. Although there were no early years children present at this inspection, observations of staff interacting with older children demonstrate that they have a sound understanding of supporting children in extending their play and learning. For example, staff allow children time to explore a game before encouraging them to name the numbers as they roll the dice.

Appropriate daily procedures, such as washing hands before eating, mean that children's health is promoted and they are beginning to develop their understanding of the relevance of these practices. Children are offered an adequate variety of opportunities to play and learn outside. For example, evidence from activity planning shows that they play football and cricket and walk to the nearby swimming pool. However, the setting's outdoor area is not consistently used to offer children an extended range of play and learning opportunities.

Activity planning and examples of children's work show that they are offered an effective range of activities. For example, while covering a theme about 'flight', children make their own airplanes, rockets and kites, offering them opportunities to become active in their learning and to start to solve problems. Children have opportunities to develop skills for use in future life as they use a range of information and communication technology resources. For example, they access age-appropriate computer programmes.

Clear guidance to staff means that they are able to maintain a consistent approach to behaviour management. This supports children in feeling secure and in developing their understanding of appropriate behaviour. Evidence from activity planning and discussions with staff show that children are offered adequate opportunities to develop their understanding of their own cultures and beliefs and those of other people. For example, they are encouraged to talk with each other and share their family beliefs and customs.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----