

Hickory House Holiday Playscheme

Glebe Hall, Winterbourne Earls, Salisbury, Wiltshire, SP4 6HA

Inspection date	30/10/2012
Previous inspection date	07/04/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children thrive in all areas of their learning. This is enhanced through very well planned sessions, exciting activities and challenges, and excellent staff interaction.
- Children demonstrate high levels of self-confidence. They explore freely, get absorbed in their play, proudly show their work and achievements, and eagerly share information about themselves.
- Children's healthy lifestyles are promoted to a high standard. Children that are more active thrive in all the outdoor play, and all children are supported very well in learning to manage risk.
- Excellent partnerships with parents and others involved in children's care and learning ensure their needs are met with great care and consistency. This also helps assure a very smooth transition between the settings.
- The staff and management are highly committed to driving continuous improvement to the quality of care and learning for children. They are pro-active in seeking the views of parents and their children to ensure such improvements are directly linked to children's needs and enjoyment throughout the year.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and the quality of teaching in both indoor and outdoor play areas.
- The inspector looked at children's assessment records and planning documentation, and discussed these with key persons.
 - The inspector held a meeting with management to assess suitability and qualifications of staff and management's knowledge and understanding of the EYFS requirements.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

Inspector

Bridget Copson

Full Report

Information about the setting

Hickory House Holiday Play Scheme was registered in 2005. It operates from the Glebe Hall in Winterbourne Earls, near Salisbury, Wiltshire. There is an enclosed space available for outdoor play. The play scheme is one of a number of play schemes operated by Bright

Horizons Family Solutions Limited. It is only open to those parents who work at the Health Protection Agency and Defence, Science and Technology Laboratory.

The play scheme is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates each weekday during school holidays only, from 8.15am to 5.30pm. Children may attend all day or for a variety of shorter sessions. There are currently 14 children on roll, four of whom are within the early years age group. The play scheme also cares for children up to the age of 14 years. The play scheme employs five staff to work with the children, all of whom hold an appropriate childcare qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide children with more opportunities to talk about the characters and events in stories, such as through using props or story boards.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making excellent progress in their learning. They thrive within the very well planned sessions in which they independently access an exciting range of activities. Days are planned with purpose and consideration. As a result, children explore freely, join in themed activities with great interest, and suggest and create their own activities. Staff interact with great interest and enthusiasm. They observe children closely, skilfully step in to ask questions and instigate many discussions. Children's progress is monitored very effectively at each play scheme to support their interests and development in all areas of learning. This is enhanced through excellent relationships and involvement with parents and other settings children also attend. As a result, children are very happy, fully involved and absorbed in their play throughout the day.

Children are forming excellent friendships and cooperate very well with one another. They behave extremely well and are learning to manage and address conflicts for themselves. Their great self-confidence is evident through the pride they show in their work and achievements, and their eagerness to share information about themselves with others. They are very keen to share their knowledge, express their views and feelings and learn new words through interesting topics. Children benefit greatly from the 'growing readers scheme', which further supports their reading skills. They have access to a cosy book

corner to read and find out facts from books, but less opportunity to talk about the characters and events in stories. For example, staff do not provide children with props or story boards to get them involved. Children make marks with a purpose in very many activities. For example, they write in blank notebooks, they label their work, make posters and notices to display, and take snack time orders. Children also write to express themselves spontaneously. For example, one child writes a note to take home for their mother, which reads 'I love you. You are the best'.

Children's physical development is thriving. They play outside continuously in the fresh air, moving in different ways. For example, they join in team and ball games, run freely and invent their own 'mini Olympic games' with a wealth of ideas and equipment. They also use many different tools in craftwork, cookery and role-play. Children use their excellent knowledge of shape, size and position to build designs and make things work. For example, children carefully build marble runs to allow the marbles to run through successfully, and cut pictures accurately to fit into frames. They use their excellent understanding of numbers to calculate scores in games and take food orders at snack time. Children are very involved within the community. They enjoy village nature walks, float boats they have made on the ford and join in village fetes. They also learn extensively about diversity within the world through exploring many festivals throughout the year and as part of their current topic. For example, they read the story of Rama and Sita to bring to life traditions of Diwali and make tea lights, and taste traditional foods. Children play imaginatively with very many resources. For example, they create freely with extensive art and craft materials, and act out spy games secretly in the home corner mosque.

The contribution of the early years provision to the well-being of children

The highly successful key person system provides children with excellent support in settling in and monitors their ongoing well-being and welfare. Key persons also work at the nursery, which all children transfer from, providing excellent continuity and consistency in meeting their needs. Children benefit from an extremely warm and welcoming environment in which they explore and investigate freely and safely. This is enhanced through the rigorous health and safety measures in place. Children are cared for by excellent role models who support them very well in respecting one another. Staff take great care to value each child as an individual and provide a very positive reflection of every child within the setting. In addition, they fully respect children's ideas and views, which they put into practice. For example, staff value activity suggestions and sharing the things children bring from home with them.

Children's healthy lifestyles are promoted extremely well. They join in physical play with great enthusiasm and enjoy very healthy meals and snacks. Their interest in food is promoted further still through food tasting and cookery activities. Children are developing an excellent understanding of how to stay safe. They help carry out risk assessments indoors and outside and learn about safety in topical activities, such as fire safety around Guy Fawkes Night.

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

The management and staff all have a very secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust recruitment and vetting procedures ensure all staff are checked for their suitability to work with children. Staff appraisals and staff supervision are very successful in identifying the impact of staff's practice on the quality of children's care and learning. As a result, improvements are made that directly benefit children. Staff attend training and professional development with enthusiasm, including in-house safeguarding children training programmes. As a result, staff are very well informed of their roles, responsibilities and the procedures to follow to help protect vulnerable children.

All staff are very involved and committed to driving continuous improvement to the quality of care and learning for children. They evaluate the success of each play scheme and meet regularly as a team with management to discuss their provision. The views of parents and their children are sought continuously and are included in the thorough and accurate self-evaluation. This identifies a wealth of realistic improvements to the quality of provision for children.

Excellent partnerships are established with parents, who are provided with details of each play scheme ahead. Their involvement is valued and sought from the start through completing an 'all about me' form with their child, and completing a feedback slip after their first day. They are encouraged to meet with staff at least every six months and are very closely involved in their child's transition from nursery to play scheme and then onto school. Parents state that their child has 'settled in straight away', is 'very happy', and they like the 'consistency of transition between nursery and the play scheme'. Staff have also succeeded in forming very successful links with other practitioners who are also involved in children's care and learning. This helps ensure excellent consistency of care, and a very smooth transition between the settings prior to each play scheme.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY307183
Local authority	Wiltshire
Inspection number	834213
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8

Total number of places	26
Number of children on roll	14
Name of provider	Bright Horizons Family Solutions Ltd
Date of previous inspection	07/04/2009
Telephone number	01980612634

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

