

Woking Leisure Centre Holiday Camps and Creche

Woking Leisure Centre, Kingfield Road, WOKING, Surrey, GU22 9BA

Inspection date

Previous inspection date

31/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children have fun at the club and enjoy the physical activities; swimming in the pool, climbing, jumping and exerting their energy in the play store.
- Children relate well to the adults who are caring and understanding. They are encouraged to give their ideas for play activities during 'wish fish' time.
- Children are kept safe because staff talk to them about safety matters such as before swimming. Staff are vigilant and regularly complete head counts throughout transition times.

It is not yet good because

- The large and mixed grouping of the age groups is a barrier to effectively meeting the play and learning needs of the younger children attending.
- New children are not sure who their key person is which impacts on their emotional well-being.
- Alternative play resources in the play store and for those who are not swimming are not plentiful and freely available.

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 tracked children in the rooms, the outdoors and at the swimming pool.
- The inspector interviewed the manager and leader regarding leadership and management.
- The inspector spoke to staff of key children.
- The inspector spoke to children to gain their views.
- The inspector viewed the parent questionnaire evaluation.

Inspector

Lorraine Wardlaw

Full Report

Information about the setting

Woking Leisure Centre Holiday Camps and Creche re-registered in 2012. It is run by Freedom Leisure and operates from the Woking Leisure Complex based in Kingfield Road, Woking, Surrey. The setting is registered on the Early Years Register and both parts of the Childcare Register.

The creche is open during the morning, term time only and the holiday clubs are run each school holiday, for the whole day. The number of children attending within the early years age range in the creche fluctuates, but it is usually under 10. The holiday club operates Monday to Friday from 8am until 3.30pm or 6pm during the school holidays. The number on roll in the holiday club is 61, 15 of whom are in the early years age range.

There are 14 staff employed to work with the children. Of these, over half are qualified to Level 2 and above in early years or playwork.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the play and learning provision offered by considering the individual needs, interests and stage of development of each child and use this information to plan for and group children accordingly, in order to complement the learning they receive at school
- develop the key person system to ensure that children can develop a genuine bond with a special adult and feel emotionally secure, from their first day at the club.

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

- develop children's self-confidence by planning and organising play resources in the play store at child height so that everyone can make choices

Inspection judgements

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

Overall children are happy at the holiday club and enjoy the time-tabled activities. Staff are sympathetic to their needs and join in the children's play when they can, such as in the play store. Here, children have fun with their friends and adults running, climbing and using different movement skills in the indoor soft play area. Adults supervise them well when they require the toilet because of the public nature of the building. Children engage in conversations with some of the adults about Halloween and show excitement about the day's activities. Those who do not wish to engage in physical activity sit with their friends at a table and draw elaborate pictures using felt pens. They talk to the inspector, confidently about their imaginative drawings and overall are happy with what the club offers them. However, there is not always enough paper for those who wish to draw.

Other play resources such as books are not freely available to the children, to give them more confidence in choosing activities.

Children willingly offer their ideas during 'wish fish' time for afternoon activities, such as Halloween activities and mask making. Staff are mostly well-qualified in early years and play work and have some knowledge of effective early years practice. However, opportunities to promote and extend learning, such as listening and speaking skills during the 'wink murder' game, are hindered by the large group size. Under seven's are often grouped with the over sevens. This means that the room is noisy making it difficult for children to hear and be heard during the game. Children are learning to be personally independent during the swimming activity. They carry their own bags to the pool and undress and change into their costume, keeping their belongings together as much as possible. Overall, children acquire suitable skills for their future learning. As a team, staff are caring and understanding towards children and offer support and guidance as necessary during these times. Children have fun swimming and playing in the pool with the adult, who is a trained lifeguard and swimming teacher. However, those who are not swimming become bored after drawing for a while because planning of the play programme has not incorporated other resources to engage their interest and curiosity.

Staff gain information from parents and complete documentation about children's care, such as behaviour from the onset of their day. Play preferences and observations are sometimes documented by staff to enable them to build up a picture of each unique child to share with parents.

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

Overall, children are happy and some build good relationships with the staff, although this is mainly the older or more confident children. Younger children, new to the setting, sometimes feel unsure of situations because of weaknesses in the key person system. For example, children are not clearly told who their key person is from the start of the day. Because of this and the large group sizes, some children become anxious about the routine of the morning. They ask the inspector nervously who their 'teacher' is. The opportunity for all children to develop a genuine bond with their key person to offer them re-assurance, are few, because of weaknesses in the organisation of 'key children' and the 'key people'. On occasions, this leads to tears from some children, such as just before getting in the pool.

Given the large group of children attending and the wide age group, children behave extremely well and listen to instructions by the adults. They are good listeners as they sit on the side of pool and recite the pool rules to the adults. For example, 'no running, no jumping in the pool'. However, the adult does not encourage the children to think and explain why they must not do these actions, to promote further language and thinking skills and learn more about how to keep themselves safe. Staff work with parents and carers on behaviour management issues to ensure they follow the same positive handling of children. Staff are good role models and are enthusiastic and praise children in their play. Children's physical development is promoted well due to the high emphasis on

physical activity. For example, as well as swimming and soft play, trampolining is also a children's favourite. Children eat a packed lunch provided by their parents, and access their own drinks in their bags when they feel thirsty.

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

Overall, there is due emphasis on safeguarding and the welfare of children. All staff are fully aware of the risks to children in a public building and are vigilant regarding their safety and potential dangers. For example, the manager occasionally sets up scenarios to see if staff know there is a missing child in their group. A rigorous recruitment and vetting procedure is followed to help ensure that all staff are suitable to work with children. Overall, staff have a secure knowledge of the procedure to take if there are any child welfare concerns as they have all attended child protection training. First aiders are quick to take action when children are identified in need, such as during a nose bleed. Incidents are well-documented and shared with parents.

Although the settings main priorities are to keep children safe and happy by offering a fun, physical day, they are keen to take into account the learning and development requirements of the Early Years Foundation Stage (EYFS). The manager and early years staff have attended update days on the framework and although the overall manager is knowledgeable, the leader and staff are still developing their knowledge of effective practice. Annual appraisals by the manager mean that staff development and strengths are identified and appropriate support is implemented as necessary. For example, the mentoring of staff who are new to the early years role. The club regularly evaluates the service that it offers and includes parents' views in its evaluations. Staff have regular meetings to discuss the club and have an action plan for future improvement. The manager and staff, are aware that, due to the infancy of the setting, there are 'teething problems' in the organisation and groupings of the children.

Partnership with other agencies takes place as necessary. For example, one to one support is offered to those children with special educational needs and or disabilities, through external agencies when required. Overall, staff are building good relationships with parents who, as part of the parent questionnaire, write they are either satisfied or very satisfied with the service they receive. They particularly like the quality of staff at the club. After recent consultation with parents, a phone call is made to parents on children's first day to re-assure them of their well-being.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY442289
Local authority	Surrey

Inspection number	798334
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	61
Name of provider	Freedom Leisure
Date of previous inspection	Not applicable
Telephone number	01483771122

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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.

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