

Malvern Hills Kidz Club

The Downs, Brockhill Road, Colwall, Worcestershire, WR13 6EY

Inspection date	17/12/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children thoroughly enjoy themselves in an inviting and welcoming atmosphere. They get on well with each other and the staff, and relish being able to choose from a wide range of stimulating resources, toys, books, games and equipment.
- Children make good progress. In particular, they are purposeful and focussed, play well together and alone, are physically confident, and express their ideas imaginatively.
- Staff plan and organise rewarding activities which increasingly reflect and promote children's individual learning and development needs, and they expertly consolidate and extend children's understanding and skills.
- The provider has successfully implemented robust monitoring and staff development procedures to ensure that practitioners confidently carry out their roles and provide a good quality service.

It is not yet outstanding because

- Rigorous monitoring of children's learning and development has recently been implemented so it is too early to fully assess the impact of the holiday club's educational programme on each child's progress.
- Information sharing with schools about children's learning and development is at an early stage so the provider does not always have as much detail as she could about children's learning priorities to aid her planning for their individual needs.

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 in the library, dining room and the outside learning environment.
- The inspector held meetings with the owner/manager of the provision .
- he inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from their written feedback.

Inspector

Rachel Wyatt

Full Report

Information about the setting

Malvern Hills Kidz Club is privately owned and was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the library and associated facilities in the Downs Malvern which is an independent school in Colwall, Worcestershire. The holiday club is open to pupils of the school and the

local community. There are fully enclosed areas available for outdoor play and opportunities for Forest School activities.

The owner manages the club and there are three other childcare staff. The owner and two other members of staff have early years qualification to at least level 3 and the member of staff is working towards a level 3 qualification.

The club opens Monday to Friday during school holidays, closing for a week over Christmas and New Year. Sessions are from 8am until 6pm and children are able to attend for a variety of sessions. There are currently 52 children on roll aged from two to 10, including 13 children in the early years age group.

What the setting needs to do to improve further

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

- consolidate tracking and monitoring of children's progress in order to fully demonstrate how well each child is progressing in relation to his/her starting points
- consolidate information sharing with the schools and other settings children attend, in order to have a thorough assessment of each child's starting points and/or next steps.

Inspection judgements

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

Children have a wonderful time at the holiday club. They settle quickly and enjoy the varied activities. Although some children only attend a few sessions, the provider gives priority to getting to know each child well and to effectively plan activities which cater for his/her interests and needs. Parents are encouraged to tell staff about their child's background, characteristics, interests and learning and development. This information, together with their observations, helps the provider and staff to promptly assess children's starting points and individual next steps. At the moment information sharing with the schools about children's developmental needs is less well established, but overall the holiday club effectively complements children's learning elsewhere in a play based, fun and often challenging environment.

Children are purposeful and concentrate well. Staff consistently ensure children's interests and choices are catered for. Children are encouraged to discuss and record what they want to play with and staff make sure these activities are included in the session and

involve the other children. In particular, children eagerly join in and develop their ideas during imaginative play such as dressing up, small world and role play. They relish using a wealth of toys, equipment and resources provided by the staff and act out sustained scenarios which often link together. Children show a high level of understanding as they act out different roles such as caring for baby dolls, nursing patients in a 'hospital', giving a range of hair and beauty treatments, or preparing and serving meals in the 'cafe'. Adults join in sensitively to extend their play and through role play to explain how things work. For instance in the cafe children set the table for meals and find out how bills can be paid using a pretend card machine and scanner. During outside play children further develop their imagination by creating a 'cafe' in the play house and acting out a favourite traditional story using the adventure play equipment as props.

The provider and her colleagues are adept at teaching and coaching children. The adults' good advice, practical demonstrations and encouraging children to try things for themselves are successfully applied throughout the session, ranging from discussing the rules of snooker, demonstrating how to hold a snooker cue to involving children in making the pastry for their mince pies. An older boy's interest in rugby creates an opportunity for the provider to include a younger girl who joins him in kicking the ball at different targets for which they are awarded points depending on the degree of difficulty. The older child is delighted to demonstrate his skills and the younger child becomes more confident about joining in with the aid of an adult's sensitive support. She is pleased with her success in gaining some points and learning a new skill. The staff also adeptly promote children's problem solving through play. For instance, a group of children, including three and four-year-olds decide to play a popular tower building game. The member of staff explains the rules, which involves accurate colour and number matching and following a sequence when rebuilding the tower once it has fallen down. They children are absorbed, readily take turns, and enjoy guiding each other in following the rules and in making the best decision of which pieces to remove and replace.

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

Children quickly develop good relationships with other children and adults in the vibrant, welcoming child-friendly atmosphere. Staff are kind and reassuring, listening to and responding promptly to children's concerns. Children also feel valued because adults welcome and promote their choices and ideas. Their achievements are celebrated and their work appreciated. For instance, several children busily take photographs of the pictures they have made. As a result, children feel emotionally safe, secure and are confident and well behaved. Staff explain things well to them and make sure children know what is expected of them. Children respond by being kind, helpful and get on well with each other.

The provider and staff ensure children are looked after in safe, secure and comfortable surroundings. They encourage children to behave safely and sensibly, for instance, so they develop some spatial awareness when playing ball games or using wheeled toys outside. When the fire alarms are checked they stop and listen and then everyone joins in a countdown to compare the gap between each alarm test. Children also understand the importance of being healthy. They explain why good hand washing is important and

remind each other to also use the hand gel when leaving the toilet area. Children enjoy nourishing snacks and discuss what is good for them to eat and drink. When they ask about why they should drink plenty of water, the provider involves them in an interesting discussion including showing them a visual aid depicting the positive impact of water on the human body. Children relish being outside and take part in regular outdoor and physical activities, including fun, challenging Forest School sessions.

Good relationships are quickly established with parents who appreciate being able to exchange information with the staff about their children's care, learning and development. They are pleased with the quality of care and the rewarding range of activities which their children very much enjoy.

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

The provider and her colleagues have quickly established a good quality holiday provision which offers children enjoyable play-based learning experiences which complement their education elsewhere. Children relax, have fun and develop new skills. Parents are able to provide relevant information about their children's health, care and development, and appreciate the information they receive about how the club operates and about their children's achievements, work and routines. The provider recognises that her information sharing with the schools children attend needs further improvement to enable her to fully reflect each child's current stage of development in the planning and organisation of activities. However, overall an effective key person system and robust monitoring and tracking of children's progress, mean that the provider and staff get to know each child quickly and are able to plan accurately for his/her needs, whatever his/her pattern of attendance.

Robust evaluation systems enable the provider to identify and plan for improvements. For example, staff are supported in working towards achievable goals to enhance their knowledge, skills and practice. They improve their qualifications and attend a range of courses, as well as sharing best practice at meetings. The provider prioritises core training such as safeguarding so that everyone has access to up-to-date comprehensive local guidance and knows what to do if there are any concerns about a child's welfare. The holiday club's policies are reviewed and adapted to reflect changes in regulation or local or national guidance. As a result, the provider and staff confidently carry out their duties and are consistently effective in the way they promote children's welfare, health and safety in partnership with parents and carers.

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
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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	EY449518
Local authority	Herefordshire
Inspection number	806740

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	2 - 10
Total number of places	32
Number of children on roll	52
Name of provider	Katie-Lou Bassett
Date of previous inspection	Not applicable
Telephone number	0784 6860805

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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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