

Stantonbury Campus Leisure Centre Holiday Club

Stantonbury Campus, Purbeck, Stantonbury, MILTON KEYNES, MK14 6BN

Inspection date

03/01/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- The provision is welcoming to children and staff actively encourages them in planning activities.
- The provision is fully inclusive and welcomes children from a variety of cultural backgrounds; children feel at ease and participate in a wide range of stimulating and fun activities.
- The provision operates an effective key person system to meet the needs of individual children effectively.
- Children are safe and secure in the provision, because staff have good understanding of how to keep children safe.

It is not yet outstanding because

- Although children's health is well supported, staff do not extend activities fully to help children strengthen their understanding of healthy lifestyles.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities indoors and the outside learning environment.
- The inspector looked at children's assessment records and activity plans. The inspector discussed activity plans with the manager.
- The inspector carried out joint observation of an activity with the manager.
- The inspector discussed safeguarding issues with staff.
- The inspector reviewed suitability documentation with the manager and checked qualifications, the provision's self-evaluation form and improvement plan.
- The inspector took account of views of parents personally on the day and from information included in the provision's parents survey.

Inspector

Cordalee Harrison

Full Report

Information about the setting

Stantonbury Campus Leisure Centre Holiday Club re-registered in 2012. It is now ran by Kids Play Ltd, which is a private company that manages 19 childcare provisions. The holiday club is situated in Santonbury Campus Leisure Centre, Milton Keynes,

Buckinghamshire. Children have access to two halls, washing and toilet facilities and outdoor play space. The club operates during school holiday times. Opening times are from 8.15am until 5.30pm. The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. Currently, there are 60 children on roll, of these four are in the early years age group. The provision employs five members of staff; of these, one is qualified to level 6 and holds qualified Teacher Status and three are qualified to Level 3 in Early Years Childcare and Education.

What the setting needs to do to improve further

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

- plan more opportunities for children to talk about how their bodies feel after exercise, help children to explore a range of foods and understand the need for variety in food.

Inspection judgements

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

Staff plan and prepare well for the children this ensures that children engage in purposeful activities from the start of the day. Through well-planned and resourced activities, children experience learning across all areas in fun and interesting ways. For example, children enjoy swimming; therefore, staff use this educational programme to extend children's learning to cover several areas. In addition, they use practical methods to help children to understand what is expected of them. For example, children know what the colour of their armband signifies. Children learn to use numbers in context, for example, to tell them the depth of the water in the pool. They speak confidently in groups and willingly share their knowledge.

Children enjoy a varied range of physical activities outdoors and staff use these effectively to engage children in purposeful learning. For example, a game of 'dodge ball' encourages children to move and test what their bodies can do. Children discuss the rules and learn that sometimes they win and sometimes they lose. They learn about a range of emotions and engage with their feelings, of joy or disappointment. Children are learning to control their emotions very well. Children are learning that there are times when they need to rely on others to complete tasks.

Children count and use numbers to extend their games and learn to judge distances as they throw and catch balls. They are learning that natural elements, such as the wind

affect their movements. For example, the balls are light and the wind alters the direction of their aim. Children are developing good awareness of the importance of about self-care, for example, as they adjust their clothing for their outdoor activity they learn if their clothing is appropriate for the weather. Children show their enjoyment in the freedom of outdoor play.

The provision is inclusive, and activities are adapted to enable all children to play purposefully. Consequently, children do not become bored. Children demonstrate that they are developing good social and communications skills. For example, they speak to each other and staff politely and make their wishes known. Children are challenged effectively, which motivates them acquire positive characteristics that they needs to support and compliment their learning at school. Staff engage parents well and gain information about children's learning experiences at home and at school.

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

The key person system works well. This enables staff get to know children individually and provides reassurance for children and parents from the start. Staff know children's starting points, which helps them to differentiate activities to suit individuals. Staff make good use of information from children and parents along with their observations. This helps them to provide learning opportunities to stimulate individual children's interests. Key persons take a special interest in children, to make sure that they feel included and are familiar with the facilities. Children show that they feel safe in the provision. For example, they confidently approach staff and they make effective use of the range of resources available. The good quality care and personal interest that staff show to children help them to settle quickly. Staff have a very positive attitude to meeting children's individual needs and implement an equal opportunities policy.

Staff effective methods to help children behave well. For example, they are good role models for children's behaviour. They involve children in setting boundaries for own behaviour. Staff praise the children and joins them in celebrating their achievements and efforts. For example, when they proudly show their artwork, or extend their swimming skills. On the other hand, staff calmly and firmly let children know when and why the behaviour that they are showing is unwanted. This balanced approach helps children to regulate their behaviour.

Staff engage children in a wide range of physical activities and these go a long way to increase children's awareness of health lifestyles. However, staff plan few opportunities to help children to deepen their understanding how these activities affect their bodies. For example, they do not consistently plan for children to talk about how their bodies feel, particularly after exercise. Parents provide children with suitable foods. However, staff do not regularly plan activities to help children to remember that they also have a role to play in making healthy choices about food and this reduces children's understanding of some aspects of healthy lifestyles.

Through regular practise and discussion, children are developing very good understanding

of their own safety and self-care. Children are learning many good habits to promote their good health and safety. They listen and pay attention to staff as they prepare for swimming. Children understand, as they explain the rules for their safety. They demonstrate a good understanding of the reasons for the rules. In addition, they know that their good and considerate behaviour contributes to their safety and that of others. Children regularly practise the emergency evacuation of the premises; they routinely wash their hands after using the toilet and before eating and they take great care to follow the safety rules. In addition, staff supervise children closely, for example they regularly carry out head counts.

Children use a wide range of good quality play resources and they make purposeful choices about play. The enabling environment promotes children's independence and confidence to develop their own learning styles. Children are confident to use the resources and space. They are building on what they know, they test and challenge their thinking and increase their personal and social skills. Children demonstrate good skills, attitudes and dispositions to learning and this serves them well now and for the future.

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

The leadership and management team are confident in their capabilities to meet the requirements for the Statutory Framework. This includes learning and development, safeguarding and welfare. Staff take effective measures to safeguard children. Management have well established recruitment procedures, to ensure all staff are fully vetted and suitable to work with children. Staff have completed safeguarding training and are familiar with the provision's safeguarding policy and procedures. Staff are confident to deal with any concerns that arise about children's welfare and well-being. They supervise children closely and use risk assessments and daily hazard checks efficiently to create and maintain a safe play and learning environment. Written policies are available to parents and all required documentation is in place.

Staff in the provision use planning and observations and positive engagement with children and parents to inform planning. This enables them to deliver activities using resources that are in keeping with children's developmental stages and their interest. Staff are quick to adapt the learning environment for children. For example, children ask for face painting and this forms part of the activity plan. Staff's willingness to engage with children enables them to provide appropriate levels of challenges for individual children. The provision achieves a successful learning environment in which children are able to influence their play and learning experiences.

The provision uses self-evaluation effectively to evaluate its practice and performance. These assessments enable the provision to identify strengths and prioritise for improvements. For example, the manager intends to provide a 'chill out' zone for children when the provision next operates. Through evaluation, the provision acknowledges the benefit of a consistent staff team to children's emotional and physical security. Parents praise the staff in the provision for their professional approach and they make positive

references to staff's caring attitudes towards the children. Parents state that children enjoy the range of good quality activities. Management and staff demonstrate a positive attitude to sharing information with other providers and practitioners. For example, because the provision operates during holiday periods observation records are available for parents to share with schools and other provisions that children attend.

The Childcare Register

The requirements for the compulsory 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	EY451356
Local authority	Milton Keynes
Inspection number	807877
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	32
Number of children on roll	60
Name of provider	Kids Play Ltd
Date of previous inspection	Not applicable
Telephone number	01908209216

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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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