

Taylor Tigers Holiday Club

St. Johns Church Hall, Breck Road, Poulton-le-Fylde, Lancashire, FY6 7HT

Inspection date

09/01/2013

Previous inspection date

08/03/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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's learning and development is supported well by staff who have a good understanding of how children learn best. This means children make good progress in their development.
- Strong partnerships with parents and the school contribute well to providing continuity and consistency of care for all children and their families.
- Staff who are caring and thoughtful, nurture the children well. As a result, children show high levels of confidence in talking to adults. They are able to express their views and make their needs known.
- Children's safety is given high priority. There are effective arrangements for the collection of children from schools and clear routines to ensure that all the areas used by them, are safe.
- Children feel secure and develop strong attachments with staff who know them and their families well. As a result, they enjoy attending the club and play happily with their peers.

It is not yet outstanding because

- The arrangements in place to monitor staff practice to ensure the quality of the club continues to improve are not yet fully embraced.
- Children are not encouraged to use suitable resources like plates at snack time to promote their understanding of social routines and appropriate etiquettes.

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 main hall and the small room.
- The inspector spoke to staff and the manager throughout the inspection.
- The inspector sought the views of parents as they collected their children from the club.
- The inspector looked at the planning, the learning journeys for children in the Early Years Foundation Stage, a selection of policies and procedures and the individual records of children.

Inspector

Ferroza Saiyed

Full Report

Information about the setting

The Taylor Tigers out of school club was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of St John's Catholic Church, in Poulton le Fylde. The setting serves the local area and is accessible to all children. It operates from St John's Church Hall and an additional

room. There is a fully enclosed area available for outdoor play.

The setting employs four members of child care staff. Of these, three hold appropriate early years qualifications at level 2 and 3, including one staff member who holds a degree in early years. The setting receives support from the local authority.

The club opens Monday to Friday during term time and some school holidays. The breakfast club is open from 8am to 8.55am and the after school club is open from 3.30pm to 5.30pm. The holiday club is open Monday to Friday from 8am to 5.30pm. Children attend for a variety of sessions. There are currently 85 children aged from four to 11 years on roll, of whom six are 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:

- extend the monitoring of staff practice and training through the consistent use of supervision and appraisal arrangements over a period of time
- use predictable routines, by encouraging children to use suitable resources like plates at snack time, to consolidate children's understanding of social routines.

Inspection judgements

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

Staff are well qualified and have a good knowledge of how children learn and develop. This enables them to ensure that all the areas of learning are incorporated into the wide selection of activities and resources provided. Children contribute to the planning as they discuss ideas and suggestions of what they would like to do with staff. Planned activities are based on their interests and the staff's observation of what the children enjoy doing. For example, the children decided they would like to have physical activity indoors, such as table tennis and badminton. The key person observes those children in the Early Years Foundation Stage and uses the 'Development Matters in the Early Years Foundation Stage' guidance to ensure that they are making progress and that any gaps in their learning are identified. The extremely well-organised environment enables children to become independent learners, which develops their confidence effectively. They make many choices, initiate their own activities and play imaginatively with the resources available. For example, they make eye patches, maps and hunt for hidden treasure, they dress up as their favourite pirate character. As a result, in their chosen and child-initiated activities

children display high levels of sustained interest.

Children are interested, motivated and involved in activities, for example, they enjoy making pizza and tasting food from around the world. They use their developing language skills confidently and enjoy talking to each other and expressing their ideas. They chat to staff about the bear they are decorating for the collage. Staff respond well, extending children's learning through play. For example, staff talk to them about the different colours of glitter they use and the pattern they are making, they introduce new words like 'symmetrical' and give an explanation as to what the word means. This effectively develops their mathematical language skills and their hand-to-eye coordination skills. Staff effectively extend activities by questioning and encouraging the children to think of different things they can do. For example, for 'Mexican day' children make wonderful masks. As a result, their imaginations and creativity are well supported and promoted.

In order to help staff get to know the younger children. Parents and their children complete an 'All about me' booklet about the likes and dislikes. Children draw pictures of themselves and things that matters to them and practise their early writing skills. Continuity of learning is promoted because staff work closely with the reception teacher to plan activities that complement children's experiences. The planning documentation provides detail of how each of the areas of learning will be covered to support children's ongoing progress towards the early learning goals. This means the key person uses these effectively to check children progress according to the milestones. Observations are recorded and the 'learning journey' is shared with parents to show their child's development.

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

The setting provides a well-resourced and welcoming environment for children both indoors and outside. Staff understand the importance of the prime areas in developing young children's confidence so they happily settle at school and make the transition to the club. Children's views and ideas are sought and their work is displayed in the small room. This helps them to gain a sense of belonging within the club and to feel valued. Children develop warm, trusting relationships with their key person, which promotes their well-being and independence. As they arrive at the club, children spontaneously follow the routine and settle down to await their snack. They learn to take turns as they wait patiently to go on the computer or enjoy different board games. Children enjoy opportunities to giggle, laugh and smile as they communicate with their friends and staff during their time at the club. Older and younger children mix well together and close friendships are being built. For example, during a game the older children were observed encouraging younger children to recognise the number of pieces required to slot to make a row and praising them when they answered correctly.

The staff provide a homely and calm environment which has a positive effect on children's social skills. Children behave extremely well and speak to adults and each other politely. For example, children say 'thank you' and 'please' to each other as they pass the milk and raisins and politely ask 'may I have another piece of toast'. This is because staff are

positive role models. The staff strongly support children to develop a good understanding of the importance of a healthy diet. Children gain good independence as they make healthy choices of fruits for snacks. The staff serve the toast on napkins which does not effectively support children to understand and learn good social etiquettes and routines in the wider world. Staff understand the importance of physical development and, in promoting a healthy lifestyle, they make sure all children take part in some active play daily. Children play energetically outdoors in the fresh air, which means they develop their physical skills in a fun way. For example, they play football, tennis and learn new skills, such as learning to ride a bike. Policies and procedures regarding sick children are known by the staff and implemented in practice to help to minimise the spread of infection and keep children healthy. Positive images, resources and activities, support children's understanding of difference and diversity in our wider world. The interesting range of resources meets the needs of children. As a result, their interests and abilities are very well accommodated.

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

The staff team works well together and is committed to providing a safe and happy environment for children where they can relax after a day at school. Most of the staff are qualified and also work in the school, which means they are familiar with the overall organisation and the children well. Staff engage well with children and use opportunities throughout the session to extend their interest and learning naturally through play. They have an informal discussion before each session to plan the programme, share any important information and identify any areas for improvement. The setting has addressed the actions and recommendations made at the previous inspection effectively. As a result, children's development, safety and welfare are enhanced.

Staff and the registered provider have successfully developed a culture of reflective practice, where they are involved in evaluating all aspects of the provision. This has led to the staff setting themselves high aspirations for quality. Self-evaluation is ongoing and this means areas for development are clearly identified and clear objectives are set. The well-established staff team display high levels of commitment to continued development and improvement of the provision. For example, they want to further develop the outdoors with a shaded area and more outdoor equipment. This means children will be able to access the outdoors in all weather and have access to even more equipment to promote their physical well-being and development. The staff are well qualified, and by attending training they ensure that they continue to extend their professional knowledge and keep up-to-date with current practice. As a result, staff are motivated, enthusiastic and offer good quality provision for all children attending the club. Staff performance is monitored, although the arrangements to manage this formally through supervisions and appraisal are in their infancy to ensure good quality continues to be maintained.

Children are kept safe because all staff are trained and have a good understanding of their responsibilities safeguarding and welfare requirements. They have a secure knowledge and understanding of the procedure to follow if they have concerns. The club has robust

signing in and out procedures in place to ensure that only named parents and carers can take children from the club. Children are able to access all areas of the club freely because good staff deployment ensures that constant supervision and support is provided. The premises used by the club are risk assessed and any hazards minimised. There are secure systems in place for the safe collection of children from schools, such as risk assessments for the walking bus.

Effective partnerships are in place with parents and carers, the host school and the club, which promotes continuity of children's learning and well-being. Parent feedback at the time of the inspection was extremely positive in their praise and support for what the club does for them and their children. They really appreciate the approachability of all staff and are warmly welcomed into the setting; they are kept well informed of their child's development through informal discussions at the end of each day.

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	309788
Local authority	Lancashire
Inspection number	785592
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	32
Number of children on roll	85
Name of provider	Doreen Taylor
Date of previous inspection	08/03/2012
Telephone number	01253 883 690 (day)

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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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