

PD's Holiday Fun Club

Liss County Junior, Hill Brow Road, LISS, Hampshire, GU33 7LQ

Inspection date	12/04/2013
Previous inspection date	29/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 have fun, are self-motivated and relaxed because staff create a warm, happy and positive atmosphere and encourage them to follow their own interests.
- The provider plans a varied range of exciting and interesting outings, which enrich children's experiences and add to their understanding of the world.
- Staff have devised effective ways to encourage all children to express their views about the holiday club.
- The club provides children with an enjoyable way to spend their time during school holidays and to make new friends and develop their social skills.

It is not yet outstanding because

- children do not have regular access to cosy areas to rest and resources to support their imaginative role play and storytelling ideas.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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

- One inspector carried out the inspection and discussed the option to carry out a joint observation with the registered provider.
- The inspector observed activities and staff's interaction with children in the school hall and the outside area.
- The inspector spoke with the registered provider/manager, staff and children.
- The inspector took account of the views of parents spoken to during the inspection and the views of parents and children as expressed in feedback questionnaires.
- The inspector looked at a sample of available documentation, including policies and procedures and proof of suitability.

Inspector

Debbie Newbury

Full Report

Information about the setting

PD's Holiday Fun Club opened in 2003 and re-registered in 2007. It is a facility for out of school care, which operates from the school hall at Liss Junior School, on the outskirts of the village centre, near Petersfield in Hampshire. The school has facilities to support access for those with physical disabilities. The club opens each weekday on specific dates during school holidays from 8am to 6pm. Children have access to a hall, toilet facilities and school playing fields. Breakfast and late afternoon sessions take place on the Puddleduck's nursery school site where there are catering facilities. Children may attend on a sessional or full-time basis.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It welcomes children from four to 11 years. There are currently 47 children on roll aged from four to 14 years. The club supports children with special educational needs and/or disabilities and children who speak or hear English as an additional language.

A team of seven members of staff, including the manager, work with the children. The manager holds a National Vocational Qualification at level 5, all other staff are qualified to level 3, and two of these hold playwork qualifications.

What the setting needs to do to improve further

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

- consider ways to provide children with cosy areas to relax, and provide opportunities for them to express storytelling ideas and expand their imaginations.

Inspection judgements

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

Children are self-motivated and active learners who have fun in this happy, relaxed club. The provider's ethos for the holiday club is that it follows the playwork principle that 'children have the right to freely chosen play.' Consequently, children are encouraged to make their own decisions about what they do and follow their interests. Staff take their lead from the children, joining in with children's play when they are invited to do so. They interact with them in a positive, friendly and purposeful manner. There is an effective key person system in place, which helps staff provide good quality care and learning.

Children are cared for in a predominantly enabling environment. They have access to a

mostly good range of resources and activities. These cater for the differing ages of the children who attend and reflect all areas of learning. Staff organise resources so they are easily accessible and children are not restricted in their explorations. For instance, when using clay, children can use as much as they need to express their creativity. They use their hands to manipulate this and investigate the different tools provided to make marks and patterns. Children choose to spend time looking at books and they have access to a varied range of these to support their developing literacy skills. However, the book corner lacks cushions and there is no other cosy area where children can sit to rest and relax in comfort. The children have fewer opportunities to use a good range of resources to spark their storytelling ideas and expand their imaginations. This slightly restricts the otherwise good opportunities for learning on offer to the children.

Children develop their spoken language and listening skills as they chat to staff and talk to one another during the course of their play. They use their problem solving skills and think critically as they discuss what they need to do to complete games on the games console. This popular activity also enables children to use technology and to explore mathematics in a practical way. Children discuss who is winning, their scores and who has more or less. Staff join in as children design and build models using construction materials. They willingly take on the role of assistant and search through the box at the children's request for a particular piece so they can finish their chosen model. Staff encourage children to express their own ideas as they decorate caps or take part in a cookery session. Children do as much as possible for themselves, such as weighing out the ingredients and doing the mixing to gain independence and confidence.

In addition to on-site activities, children also have the opportunity to join in with the varied and interesting range of outings that are planned for each holiday. These cater for different interests and support children's understanding of the world in a significant way. They are also likely to introduce some children to experiences they may not have previously encountered. For example, during the Easter holiday scheme, day trips have included outings to a country park, den building and viewing artwork by Matisse and then creating their own Matisse-inspired tee shirt. Previous trips have included going on a hovercraft and for a train ride.

Children who attend the holiday club are different ages and come from a number of different schools. This means that they have good opportunities to mix with older and younger children, make new friends and learn to appreciate the needs of others. This supports their personal, social and emotional development in a positive way. In addition, it gives children good future life skills as they continue to progress through their schooling and into adulthood.

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

Children are very relaxed and at ease in the club. They enjoy the company of the staff caring for them and are treated with kindness. This promotes the development of trusting relationships and supports their personal, social and emotional development. Children have the confidence to approach staff for assistance or when they feel that something is

not fair. Staff respond promptly to these situations and provide support as necessary. Children behave well. They are encouraged to manage situations themselves, such as making sure that everyone takes turns on the games console. This leads to them working out their own rules and determining how long they will spend on this. Good use of praise and encouragement promotes children's self-esteem effectively. Staff provide an area in the hall where children can safely leave their creations and they invite children to display their paintings if they wish. As well as brightening up the environment and placing value on their artistic efforts, this also adds to the children's sense of belonging. Older children express the view that staff are 'kind and really nice.' They show thoughtfulness towards younger children as they offer help.

The extensive school grounds offer lots of opportunity for children to be physically active and spend time in the fresh air. In addition to child-initiated activities, staff also plan specific events such as mini soccer, tennis sessions and a sports triathlon, which includes rounders and basketball. These introduce children to different skills and necessitate team working. Children follow good hygiene practices as part of the normal routine. They wash their hands before they eat or take part in cookery activities. Children bring a packed lunch from home and they can access the 'toast and fruit' caf each morning and afternoon. Water is freely available for children to help themselves to, supporting their healthy diets and lifestyles.

Children are aware that they must not leave the hall without telling a member of staff and that they must make sure there is an adult outside before going outdoors to play. Children have some opportunities to practise fire drills to develop their understanding of what they must do in an emergency.

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

The holiday club is well managed by the provider who has several years experience of working with children. She also runs a day nursery and after school club and the staff working at the holiday club work with her at that setting. As a result, they understand the requirements of the Early Years Foundation Stage framework and implement these well in practice. The provider gives clear direction and support to staff who deploy themselves well. They join in when children want someone to play with them or when they need help. The provider recognises that the individuals working at the holiday club have particular strengths and interests and they therefore take responsibility for particular activities. For instance, one member of staff particularly likes active play and her enthusiasm and willingness to join in with children as they play football adds positively to the children's enjoyment. Staff attend short courses to support their continuous professional development. All required documentation and other records relating to the organisation of the club are in place. Detailed policies and procedures underpin practice. These are in the process of being reviewed to make certain they reflect current practice and requirements to help safeguard and promote children's welfare. The provider includes staff in this process, which enables them to input their thoughts and ideas to help drive improvement in the club.

Self-evaluation is used to good effect to monitor existing practice and drive improvement in the outcomes for children. Staff are encouraged to express their views and they evaluate each scheme at its conclusion to identify any changes that need to be made for the next scheme. The views of children and parents form an integral part of this process. Questionnaires are available for parents and children to complete. Those for children are adapted to meet the differing needs of children. One takes the form of written questions while the other is a more simplified version involving different facial expressions. This means that everyone can be included. The holiday club's 'graffiti wall' also provides a good opportunity for children to record their thoughts and ideas on an ongoing basis. Children note their favourite activities and what they liked best about an outing. Recommendations made at the last inspection have been addressed to improve the provision for children.

The provider and her staff team have a secure understanding of their responsibility to safeguard the children who attend the holiday club. They have a good knowledge of child protection and the action they must take if they have any concerns about a child's welfare. The provider has attended an advanced safeguarding training course and other members of the staff team have also attended relevant training. Staff supervise children carefully but without repressing the children's need to be able to move around and feel at ease in their surroundings. Risk assessments, both for the premises and the outings children go on, together with daily checks help to promote children's safety and security. The provider implements stringent procedures for recruitment and vetting and to help ensure the ongoing suitability of staff.

Arrangements for working in partnership with parents are good. Parents are well informed about the organisation of the holiday club and the different activities on offer. Staff welcome parents warmly and interact with them in a positive manner. Parents are appreciative of the club. They comment that 'staff are brilliant' and note that the club 'is very well organised and that children enjoy themselves and are busy.' The club works closely, as necessary, with agencies in the local community and other settings children attend. This brings benefits to children because it promotes inclusion and leads to a coherent approach to promoting their care, learning and any extended support.

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 action. 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	EY348336
Local authority	Hampshire
Inspection number	835215
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 14
Total number of places	50
Number of children on roll	47
Name of provider	Puddleducks of Liss LTD
Date of previous inspection	29/07/2009
Telephone number	01730 895351

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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, which are usually the childminder's 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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