

Kidz Size

Alexander Sport Centre, Sidney Road, BEDFORD, MK40 2BQ

Inspection date	04/04/2013
Previous inspection date	02/04/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 setting's managers have a thorough knowledge of the requirements of the Early Years Foundation Stage and support all practitioners well. This ensures that they make good use of opportunities to promote children's learning through play and structured activities.
- Practitioners are enthusiastic and motivated, creating a positive environment. Children respond to this and are eager to play, explore and learn. They demonstrate high levels of independence and curiosity. They are, therefore, well supported in developing a positive approach to learning.
- Practical assessment and planning means that children enjoy their school holidays and are offered a creative variety of activities. These are planned well and ensure that children's learning and development is promoted in all areas.
- Children's communication and social skills are very well promoted. Practitioners interact well with the children and encourage them to express their views, work in partnership and appreciate the needs and feelings of others.

It is not yet outstanding because

- Resources and opportunities that support children in gaining a greater awareness of the wider diversities of society are not fully explored.
- Opportunities for children to write and experiment by making marks are not always optimised in all areas of play.

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

- The inspector observed activities in the main room.
- The inspector held meetings with the manager/provider and the setting's early years manager, and carried out a joint observation with the early years manager.
- The inspector talked with the children present.
- The inspector looked at assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and through their feedback to the setting.

Inspector

Kelly Eyre

Full Report

Information about the setting

Kidz Size holiday club was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a sports hall in Bedford and is managed by Sport Support Services Limited. The setting serves the local and surrounding areas and is accessible to all children. It operates from one main room and there is a fully enclosed area available for outdoor play.

The setting employs nine members of childcare staff, four of whom work with children in the early years age group. Of these, two hold appropriate early years qualifications at level 2 and one holds level 3. The setting opens Monday to Friday during the summer and Easter school holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 40 children on roll who are in the early years age group. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the opportunities and resources that support children in gaining a greater understanding of the world, with regard to the similarities and differences between families, communities and traditions
- extend the opportunities for children to write and make marks during role play and other activities.

Inspection judgements

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

Managers have a thorough knowledge of the Statutory Framework for the Early Years Foundation Stage. They support practitioners well in order to ensure that children are happy and are offered activities and play opportunities that support their good progress. This contributes to children feeling secure and developing positive attitudes to play and learning. They are encouraged to develop their own play, with practitioners interacting well and offering support whenever needed. For example, children have time to explore the pop-up tunnels before a practitioner encourages them to count the number of tunnels they have joined together and to count and name the different colours used.

Practitioners have a very good understanding that children need to relax and enjoy their school holidays. They ensure that children are able to do this, balancing this need well with opportunities to participate in a creative variety of activities that support children's development in all areas of learning. Activity planning is, therefore, practical and flexible and is soundly based on children's interests and needs. This means that resources and play opportunities capture children's attention and inspire them to participate. The good evaluation of all sessions means that practitioners are fully aware of children's developmental stages. They use this information when planning further activities, promoting children's individual development.

The setting's flexible approach to planning means that children have balanced opportunities to play both independently and participate in adult-led activities. This means that they take an active role in their learning and also have opportunities to work in a structured environment. Therefore, they develop essential skills for use in future life and are well prepared for school. Easy access to a range of resources means that children explore and extend their play. For example, younger children explore the soft play resources, and move on to rearrange the tunnels and tents and use them as part of a role play scenario.

There are very good systems in place that support partnership working with parents. For example, practitioners gather initial information to assess children's starting points, giving them a clear overview of the children's individual needs, developmental stages and interests. This information informs the planning of initial activities at the start of each play scheme. Good daily communication with parents means that they have opportunities to share updates about their children. For example, they provide regular information about children's interests and activities at school and home.

Children's development is promoted and they enjoy their time at the setting because practitioners gently reinforce their learning through their play and activities. For example, children enjoy a 'jungle run' activity, where they pretend to be different animals. This is then followed up with opportunities to make animal masks. Children are supported well in developing the skills to learn effectively and to achieve. Practitioners demonstrate a positive attitude to learning and encourage children to explore and experiment, developing their problem-solving skills. For example, children using twigs to make collages are encouraged to experiment with different methods of attaching the twigs to the paper. This is further extended when a practitioner wonders if the scissors are strong enough to cut through the twigs. Children work together to try this and are pleased when they discover how to hold the scissors in order to cut twigs to the required length.

Children have some opportunities to experiment with making marks and to develop early writing skills. For example, they help themselves to writing materials during craft activities. However, these materials are not readily available in role play areas and alongside other activities. This means that children are not offered the full range of opportunities to develop the use of writing for a purpose, such as writing lists and messages. Children are supported well in developing their language and communication skills. For example, they participate in discussions and are encouraged to listen to others. Children with special educational needs and/or disabilities and those who speak English as an additional language are offered appropriate support. They receive one-to-one help to aid their

communication and to ensure that they participate meaningfully in all activities.

Children enjoy a wide variety of activities that promote their physical development. For example, parachute games, fencing and ball games help them to develop skills in balance, control and coordination. Children are offered adequate opportunities to learn about other cultures and ways of life. For example, they access some resources, such as books, which give information and positive images of the wider world. However, activities and resources are not used to the full to promote children's greater awareness of the wider diversities of society.

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

The key person system is used well to aid communication and support partnership working with families. The setting also uses a secure, computerised system to support ongoing communication. This helps to ensure that children feel secure and settled. The ongoing monitoring of children enables practitioners to check that their needs are met and they are well supported in making good progress in their learning. Practitioners ensure that the majority of resources are accessible. They encourage children to explore these and to express their preferences, supporting children in developing essential communication skills. All practitioners are very positive and highly motivated. This creates a positive environment to which children respond. For example, they have warm, secure relationships with practitioners, they are eager to play and learn, and are good at sharing and working together. Therefore, they develop a positive approach to life and learning and are well prepared for school.

The setting's thoughtful procedures support new children in quickly settling. For example, key persons gather information from parents about children's needs, abilities and preferences. They use this information to inform the initial planning of activities and resources. Children's transitions within the setting are well supported as they have balanced opportunities to play with children of their own age and to play in mixed age groups. Therefore, they have opportunities to learn from each other and develop skills that support their learning and social interactions. Practitioners also pay attention to ensuring that the transitions between play sessions are seamless and comfortable for children, promoting their participation and confidence. For example, children play parachute games at the end of the early start morning session and this goes through into the beginning of the core session. This means that children joining the session at this time are able to come into a familiar and favourite activity and feel immediately welcome and settled.

Practitioners act as good role models, demonstrating a genuine care and respect for all. They offer children clear explanations so that they understand the consequences of their actions and behaviour. Children feel valued as their views are actively sought. For example, they write and draw pictures illustrating what they have enjoyed and what else they would like to do. Practitioners then use this feedback to inform further planning. Children are offered practical opportunities that support them in developing their self-care skills. For example, they put on their own coats and shoes before going outside. Children gain a good awareness of the importance of healthy lifestyles. For example, while

participating in physical activities, they discuss why and when they have raised heart rates. Good daily practice and ongoing explanations from practitioners support children in building a secure understanding of safety. For example, children learn how to use the large play equipment safely and review the setting's safety procedures at the start of each day.

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

The manager and senior practitioners set high standards for the setting and act as good role models to other practitioners. Their thorough monitoring of practitioners' performance means that they value their work and offer them support in developing their practice. For example, the appraisal system highlights the training needs of each practitioner and is used to inform personal development plans. The manager demonstrates a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. He monitors all areas to check that the setting meets all requirements and is, therefore, promoting children's health, welfare and development.

Clear daily evaluations mean that practitioners are aware of the progress made by each child. They meet frequently with the setting's manager to monitor this information and check that they are offering children a wide range of experiences that support their good progress and development. Practitioners are experienced in liaising with other professionals in order to support children and their families. For example, they work closely with local children's centres. There are clear procedures for sharing information with others caring for the children. For example, practitioners meet regularly with local schools and are aware of their planning and activities. Good partnerships with parents mean that they are kept well informed of their child's progress and activities. For example, practitioners talk with them daily and there is an informative website for the setting.

Honest and thorough self-evaluation means that this covers all areas of the setting's work. The views of children and parents are actively sought. This supports the manager in obtaining a clear and representative picture of the setting's strengths and weaknesses. This information is used to inform the development of practical action plans that lead to improvements in the provision for children. For example, recent changes include the introduction of additional craft resources and activities, offering children further learning opportunities and extending their creative skills. Children's welfare is promoted well because arrangements for safeguarding are comprehensive. Practitioners have attended relevant training and have a good understanding of the process to follow should they have any concerns about a child in their care. There are robust procedures to ensure that all practitioners are suitable to work with children. Comprehensive risk assessments and daily safety checks ensure that the setting is safe and secure. These thorough risk assessments and the setting's attention to all safety information mean that children are able to participate safely in school holiday activities, such as fencing and trampolining. Therefore, children enjoy their holiday time at this setting and have a positive childcare experience that contributes to their future learning.

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	EY342923
Local authority	Bedford Borough
Inspection number	820763
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	40
Name of provider	Sport Support Services Ltd
Date of previous inspection	02/04/2012
Telephone number	07782 375 090

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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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