

# Chiglets Holiday Scheme

Chigwell & Hainault Jewish Youth Club, The Communal Hall, Limes Avenue, Chigwell, Essex, IG7 5NT

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 14/08/2013 |
| Previous inspection date | 24/10/2011 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|  | Previous inspection:    | 2 |
| How well the early years provision meets the needs of the range of children who attend |                         | 3 |
| The contribution of the early years provision to the well-being of children            |                         | 3 |
| The effectiveness of the leadership and management of the early years provision        |                         | 3 |

## The quality and standards of the early years provision

### This provision is satisfactory

- Children enjoy their time at the holiday scheme and interact happily with mixed age groups. Staff and volunteers get to know children well and help them to feel secure and develop a sense of belonging.
- The manager and staff understand their roles and responsibilities with regard to safeguarding children. This means that children are well protected and feel safe.
- The wide variety of interesting activities and the well-organised environment appropriately support children's learning and development. Children enjoy hands-on learning experiences and enjoy a sense of achievement as they display their creations.

### It is not yet good because

- The setting does not operate a key person system which means that young children's learning and development is not effectively monitored, assessed or shared with parents.
- The setting's safeguarding policy does not include reference to the use of mobile phones and cameras.
- Self-evaluation is not sufficiently rigorous to ensure that areas for improvement are fully identified and targeted, and the views of parents and children are not taken fully into account.

## 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 hall, various rooms and playground.
- The inspector spoke with the staff, volunteers and children.
- The inspector took account of parents' views by speaking to them on the day.
- The inspector looked at policies, risk assessment, registers and all relevant documentation.

## Inspector

Jenny Forbes

## **Full Report**

### **Information about the setting**

Chiglets Holiday Scheme opened in 1992 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is based within the Chigwell and Hainault Synagogue and operates from a large hall and has access to four other rooms, toilets, a cloakroom and kitchen facilities. There is an enclosed, hard surfaced playground for outdoor games and sports. The scheme serves the local and wider area.

There are currently 40 children on roll, seven of whom are in the early years age range. The setting supports a small number of children with special educational needs and/or disabilities.

The scheme opens for three weeks during the summer holidays on Mondays, Tuesdays and Wednesdays. Sessions are from 9.30am until 3pm. The scheme also operates during the other school holidays and an after school club for two hours a day during term time.

There are eight full-time staff who work with the children at the scheme, four of whom have early years qualifications. There are also 22 volunteer helpers who work with the children including young people aged 11 to 18 years. The holiday scheme operates for the children of the Jewish faith and within the scheme there is a strong sense of religious, cultural and family identity.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that each child within the early years age range is assigned a key person to engage with parents and carry out assessments in order that children's needs are effectively met
- ensure that the safeguarding policy for the setting covers the use of mobile phones and cameras.

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

- improve engagement with parents to ensure children's starting points are accurately identified and they are supported appropriately in their learning
- improve self-evaluation so that it more effectively identifies areas for development by taking account of the views of parents and children, in order to continue to raise the standard of the provision for the children.

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

Children are clearly happy and are thoroughly mainly engrossed in the exciting, interesting and challenging activities provided by the staff and volunteers. Children are generally eager to learn and the environment is well organised into areas of interest that support their learning. For example, there is a quiet area with books for different age groups to support children's literacy, many varied craft activities to support their creativity and organised games to promote physical development. Children have freedom to choose from a wide range of indoor and outdoor activities including cooking, model making, sewing, dancing and ball games. Children's communication and language skills are supported as they are invited onto the stage to share their news. They engage in conversation with staff and volunteers and carefully follow instructions as they learn to pour sand into containers to make key rings.

Every minute of the time children spend at the setting is carefully planned by staff to ensure children are fully engaged in learning experiences. However, observations and assessments of individual children's progress and needs are not carried out, although children are questioned and listened to, to ensure they are learning from their experiences. At certain times the individual needs of the youngest children are not met, for example, at story time due to the age range of other children. Children are generally well motivated and very eager to join in and participate in everything made available for them. A 'round robin' session ensures that all children receive time with different staff

members who lead them in activities, such as science experiments, team games, music and movement and creative crafts set around a theme. Staff ask open-ended questions, to seek out what the children already know and encourage children to think and communicate their ideas. For example, when mixing bicarbonate of soda with vinegar in a bottle, staff ask children what they think will happen if they plug the bottle with clay. Children are excited to see the resulting mini 'explosion'. When they mix cornflour and coloured water children are fascinated as they roll the mixture in their hands to make a ball and when they stop, watch it run into puddles again.

Staff communicate daily with parents and share information about the children. Staff do not share details of children's progress as there is no system to do this and there is no initial assessment to identify children's starting points. Parents share in children's achievements as they are shown the many items each child has made during the day. Children concentrate hard as they trace a butterfly design onto fabric to make a pretty picture. They embroider their names onto rectangles of fabric to make labels. They make witches hats to support their theme of 'films and movies' and carefully stick on shiny moon and star shapes. Continuity for children is generally promoted as the manager receives information from schools the children attend, which supports children's transition into the setting to complement some learning.

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

Children settle well as staff and volunteers offer them lots of individual attention. However, children in the early years age group are not assigned a key person to engage effectively with parents and to assess their learning and development needs or to be a reassuring person to relate to during the session. This means that younger children's progress is not fully supported or monitored. There are numerous staff and volunteers of all ages to ensure that no child is ever left unattended. Staff and volunteers all come from the local Jewish community, many having progressed from being children at the setting. This gives the setting a very strong sense of community and belonging for children and adults. Staff and volunteers are enthusiastic about the activities and experiences they provide for the children. This tangible enthusiasm encourages the children to become fully engrossed in their play and learning and ensures they generally thoroughly enjoy their time at the setting.

The atmosphere on arrival is warm and relaxed and children generally quickly settle into their chosen activity. They show they feel safe and secure as they move around the available space and independently manage their personal care needs, such as washing their hands and accessing the toilet. Children are mainly confident and seek reassurance and support from staff if they need help. Children's behaviour is good. They learn how to behave well from the examples set by staff and volunteers and the clear boundaries and guidance they receive. Staff use a positive approach to managing behaviour and children respond well to the praise and encouragement they often receive. Through group games and activities, children learn to share, take turns, listen to others, negotiate and resolve their differences.

Children's health is promoted as staff provide a good choice of foods for their snacks and

lunch including a variety of fruits and salad vegetables. Children have plenty of opportunity to exercise their bodies in the fresh air as the outside area is always available to them, and games, dancing and exercise sessions are organised daily. Children's self-esteem is supported as they show, and talk about, the items they have made during the course of the day. They are supported by helpers who express their pleasure and pride in displaying the children's work. Older children are effective role models for the younger children supporting and guiding them in their play. There is a strong focus on helping children to develop their social skills and independence.

Children are safe in the setting as thorough risk assessments are carried out daily. External gates are kept locked and there is an electronic system with a video link where visitors can be monitored. Parents can come into the setting at any time to see their children, for example, to administer medication. Children can arrive and leave with their parents at any pre-arranged time when staff are on the premises. Children's transitions are supported from the settling-in period throughout their primary school years until they are aged 11 when they can train to become a 'leader'. Many children progress through these stages and still remain at the setting into their adulthood. This gives a strong sense of continuity for all the children attending and something very positive to look forward to, which supports them into their future.

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

The manager ensures that she is fully involved in the life of the setting. She plans activities in partnership with staff and volunteers and they hold regular meetings and monthly training sessions. Every volunteer is assigned a more experienced mentor to guide them through their training and practice. No volunteer is ever left alone with children, although many have received the appropriate checks. There are always two or more staff and volunteers working with groups of children as the ratio of staff and volunteers to children is very high. Some staff possess early years qualifications although children in the early years age group are not assigned a key person. This means that younger children's progress is not effectively assessed and monitored in order to support their learning and development.

Staff spend time communicating with parents as they collect their children to go home. They talk about activities enjoyed that day and collect a variety of things made, such as embroidered name labels, key rings, lollipop boxes and painted fabric pictures so they share these experiences with their children at home. Children are safeguarded appropriately because staff have a suitable understanding of what they need to do should they have any concerns regarding a child in their care. A written safeguarding policy is in place and the manager and core staff have attended suitable training. The safeguarding policy was updated but some documents were lost when the computer system failed so the existing policy does not contain information about the use of mobile phones or cameras. However, this has limited impact as all staff and volunteers are obliged to leave their mobile phones in a box in the office and are not allowed to use them where children are present and only the setting's camera is used. Risk assessments are maintained to ensure that all areas children access, both indoors and outside, are safe and suitable.

A suitable range of policies and procedures underpin the running of the setting and these are updated when appropriate. Relevant training is sought as part of ongoing professional development and staff and volunteers are involved in monthly meetings and training sessions, often led by the volunteers who contribute their own ideas. For example, a very comprehensive list of ground rules has been drawn up by a young volunteer and adopted by the setting. Volunteers give their time freely to the holiday scheme, often needing to manage their diaries meticulously in order to be able to participate. There is a strong feeling of friendship, loyalty and community spirit within the setting.

All children and adults are involved in an evaluation at the end of every session. They identify what went well and what they would like to see changed. However, an in-depth self-evaluation form has not been produced which means that there are no targeted action plans in place for improvements. Strengths and weaknesses are not sharply focused and parents' and children's views are not included to inform an overall improvement plan. The holiday scheme is run primarily for children and parents of the Jewish community but children from other faiths are able to attend if they are prepared to accept the ethos of the setting. The manager communicates with parents on a day-to-day basis and uses an online social networking site to inform parents of events and changes happening at the setting. Children are given full instructions about safety as part of the induction procedures. They learn about and practise the emergency evacuation procedure on a regular basis. Information is gathered from parents about children's individual health needs, and staff have undertaken first aid training so they can deal with minor injuries should the need arise.

### **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 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

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 203668                                  |
| <b>Local authority</b>             | Essex                                   |
| <b>Inspection number</b>           | 871071                                  |
| <b>Type of provision</b>           |   |
| <b>Registration category</b>       | Childcare - Non-Domestic                |
| <b>Age range of children</b>       | 0 - 17                                  |
| <b>Total number of places</b>      | 40                                      |
| <b>Number of children on roll</b>  | 40                                      |
| <b>Name of provider</b>            | Chigwell and Hainault Maccabi Committee |
| <b>Date of previous inspection</b> | 24/10/2011                              |
| <b>Telephone number</b>            | 0208 500 1610                           |

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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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