

# Seesaws Kool Kids Holiday Club

Baptist Church Hall, Chester Road, Wylde Green, Sutton Coldfield, W Midlands, B73 5HY

## Inspection date

12/08/2013

Previous inspection date

19/08/2009

## 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 a lovely time in this fun-filled environment. They take part in a range of organised activities, which is wholly suitable for this type of provision. Children are encouraged to find their own way of doing things and work out their own solutions to problems, helping to develop their critical thinking.
- Children receive very good levels of care from a strong and established team of staff, who build a rapport with the children. This results in children, who are secure, happy and confident to express themselves. This supports them in developing a positive attitude to school and future learning.
- Children are well protected by robust risk assessments and sensible procedures, which ensures that they are always well supervised and cared for. They develop an understanding of how to take measured risks through regular reminders and clear guidelines from staff.
- Management and staff are actively involved in the identification of the strengths of the provision and areas for further development. The views of parents and other professionals are also sought and well considered in improvement strategies.

### It is not yet outstanding because

- Children do not have a designated area to enable them to relax, unwind or play quietly after busy activity sessions to further promote their enhanced sense of well-being.

## **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 both of the playrooms and children having their lunch time meal.
- The inspector spoke to staff and interacted with children throughout the inspection and held a meeting with the manager and representatives from the company.
- The inspector looked at planning documentation, evidence of suitability of practitioners working in the setting and a range of other documentation.
- The inspector took into account the views of parents and children spoken to on the day.

## **Inspector**

Patricia Dawes

## Full Report

### Information about the setting

Seesaws Kool Kids Holiday Club was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in church premises in the Sutton Coldfield area of Birmingham and is managed by a limited company. The club serves the local and surrounding areas and is accessible to all children. It operates from two areas within the church hall. There is no outdoor play area available, but arrangements are made to take children out on a regular basis.

The club employs 17 members of childcare staff, 11 of these hold appropriate early years qualifications at level 3 and 2. The club is open each week day from 7.30am until 6.30pm during school holidays. Children attend for a variety of sessions. There are currently 31 children attending, who 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:

- promote children's well-being further by providing an area for them to be able to relax or play quietly after busy activity sessions.

## Inspection judgements

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

Children are happy and enjoy coming to the holiday club to take part in a variety of fun activities. They are actively involved in planning and staff work well to accommodate children's preferences and support their progress. Staff's good skills in identifying next steps in learning ensure that individual interests, capabilities and ages are taken into account in the planning of activities. Children relate well to their peers and staff, who support and encourage them to develop in confidence. Staff members join children in their play, guiding and helping them with their chosen activity. They consistently foster children's language development through conversations and offering ideas. Staff observe children and make notes in the activity book, which is a reflective journal used by staff and children alike. Children and staff take photographs to include in children's memory books as a record of their learning and development. Good systems are used to track children's progress, so this information is able to be shared between staff, parents and school.

The environment is organised well to enable children to explore and investigate. Staff create a secure environment where children demonstrate a sense of trust and develop

warm relationships with adults and peers. Younger children are paired initially with a 'buddy', who helps them to settle, find friends and gain confidence in their new environment. Good organisation of resources promotes inclusion and provides free choice to encourage children's independence in initiating their own play. Children are supported in developing their understanding of diversity and the wider world as they go out on regular outings in the community to a variety of different child-centred venues. For example, children have visited modern China, where they learnt about other cultures, or visited the local park to find out about how people lived in the past. Children also access a selection of resources, which depict positive images. As a result, children learn to value and respect others. Children develop their understanding of mathematical concepts as they enjoy playing table top games that require them to balance and count or make 3D bugs and aliens. They also take part in cooking activities, learning to weigh ingredients and the processes involved in making cakes. During group activities, most children show good listening skills and respond enthusiastically while playing 'bingo'. Younger children are supported by staff or their 'buddy' to actively contribute and are praised when they guess correctly. Staff organise the environment to enable young children to be active and improve their abilities in coordination, control and movement as they play construction games, join in dance sessions, or team games in large groups.

All children appear emotionally secure and they enjoy their environment, converse freely with staff and visitors and are confident and content. Older children help and support younger children, including them in their play and helping them with activities. Children spend long periods of time engaging in imaginative play with small world resources or being creative in the art room. During children's self-initiated play, staff members are focused on building and complementing what children are learning at home and at school. Staff actively engage parents to share children's prior skills, knowledge and understanding through the use of an 'all about me' sheet. Parents have opportunities to be involved in their children's learning and development through daily conversations with their children's key person as they drop off or collect them. Information about their children's learning and development is also available for them to see in the artwork and photographs displayed on the digital screen.

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

Children tell their parents and visitors that they enjoy attending the club. They are happy to stay and play when they arrive and they enjoy positive relationships with staff members and other children attending the club. Daily discussions with parents ensure children benefit from continuity and consistency in their learning to support them as they make the transition between home and the club. Positive engagement by the key person and spontaneous praise and encouragement from staff throughout the day help to develop children's confidence, so they feel secure and try out new things. Staff are fully aware of the importance of the three prime areas in developing children's confidence, so they can make their own play choices and initiate their own learning. They are effectively supported to manage their feelings and behaviour. All staff members are positive role models and take time to praise children when they show kindness to others, for example, when they include others by sharing and taking turns. The two rooms currently used by the club are

welcoming and safely set out in clear learning areas, however, children do not have a designated space to enable them to relax, unwind or play quietly after busy activity sessions to further enhance their sense of well-being. Children are able to successfully manage their own behaviour. They play cooperatively in groups and are becoming increasingly independent. Children select and choose activities and enjoy the responsibility of carrying out small tasks, such as tidying up toys. Older children are sociable and confidently engage with staff and support the younger children in the club. As a result, children enjoy a very pleasant environment, which supports their well-being and enjoyment of all activities.

All toys and play equipment are maintained by staff, who check them daily. Children are able to play happily and securely because the resources and play area are safe and suitable. Topics and discussions are used well by staff to help to support children's understanding of safety issues, such as road and fire safety. Children regularly practise fire evacuation procedures within the club, which means that they are developing an understanding of how to keep themselves safe in an emergency. Children are learning to play safely through regular reminders from staff. They respond well to clear guidelines as they independently take themselves to the toilet or practise the rules for road safety on outings in the community. Play activities throughout the day, such as competing in team games, football and dancing provide good opportunities for exercising limbs and having fun. Children are effectively supported to develop a good awareness of the importance of a healthy lifestyle. Outings to 'Chef School' help children to learn about healthy diets, including 5-a-day fruits and vegetables. They also are able to sample some of the produce. Children enjoy sociable mealtimes in the club, where they are encouraged to serve themselves and help to tidy away. Staff encourage children to express their views and make choices. This contributes to the level of their self-esteem and general well-being.

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

Policies and procedures are continually reviewed and all of the required documentation is effectively maintained. The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the management team and are well met. Staff have a clear understanding of safeguarding children in relation to child protection issues. They receive regular training on safeguarding and are aware of their responsibility to report any concerns. Systematic recruitment and vetting procedures, including a detailed induction of new staff helps to ensure that children are safe. The security of the premises is given a high priority and is well maintained throughout. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas. This ensures children learn in a safe environment without restricting their development.

Staff receive ongoing support through the appraisal and supervision processes and this helps them to identify some of their training needs and contributes towards their professional development. Regular meetings also take place between leaders, managers and staff to review their practice. The management team is motivated to enhance practice through gathering the views of staff, children and parents in order to identify areas for

further improvement. There is a clear improvement plan in place, which leads to better outcomes for children. Any changes made are done, so with children's individual needs in mind, therefore, the group's capacity to improve is positive.

Parents' views are sought, mainly through discussion and questionnaires. Children add their views in the activities book. Parents speak highly of the service and regard the staff as 'very approachable and friendly'. They appreciate how well staff accommodate their children and say their children 'love to come to the club and hate to leave'. The manager has an appropriate understanding and working knowledge of the importance of working in partnership with external agencies to ensure appropriate interventions for children should they need them. She is aware of the importance of engaging in professional working relationships with other providers if and when the need arises. This enables children to benefit from a more effective continuity and consistency in their learning and to help support them to make the transition between school and the club.

### **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>	229054
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	866411
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	151
<b>Name of provider</b>	Seesaws Day Nurseries Ltd
<b>Date of previous inspection</b>	19/08/2009
<b>Telephone number</b>	0121 350 2779

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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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