

Redwood Kids Holiday Club

Redwood Drive School, Redwood Drive, Waddington, LINCOLN, Lincolnshire, LN5 9BN

Inspection date

28/01/2014

Previous inspection date

02/03/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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 requires improvement

- Staff have developed warm relationships with the children and their families, offering a friendly and caring environment. This supports the children to feel secure in the setting.
- Children benefit from a safe and well maintained environment where risks to their safety are minimised.
- Children enjoy attending the setting and behave well. Staff and older children are positive role models.

It is not yet good because

- Registers of children's attendance are not sufficiently robust to meet requirements. This also applies to both parts of the Childcare Register.
- The quality of teaching and staff interaction with children is variable. As a result, activities are sometimes rather mundane and lack good levels of challenge to excite and enthuse children. Consequently, not all children are making good progress.
- There is no planning for the regular use of the outdoor areas and no consideration is given as to how to utilise it for aspects of learning other than physical development.
- The monitoring of educational programmes is not sufficiently embedded in practice to ensure that some weaker areas of practice are identified and addressed. Therefore, children are not always provided with activities which are challenging and stimulating to complement their learning in school.

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 spoke with the manager of the club, staff and children during the inspection.
The inspector looked at documentation relating to the running of the club, including
- policies, risk assessments, recruitment arrangements, registers and children's records.
- The inspector observed activities undertaken in the after school and breakfast club.
- The inspector took account of parents views during the inspection.
- The inspector discussed the manager and staff evaluations of children's learning, including from a joint observation.

Inspector

Angela Hufton

Full report

Information about the setting

Redwood Kids Holiday Club has been registered since 2000. It is run by a voluntary management committee. The club operates from Waddington Redwood Primary School, near Lincoln. The school hall, playground and playing field are regularly used. Occasionally the smaller hall and a classroom are used.

The club opens each weekday after school from 3.05pm until 6.00pm. Sessions during the holidays are from 8.30am until 5pm. The breakfast club opens from 7.45am to 8.50am. The club runs every half term holiday, one week at Easter and the first three weeks of the summer holidays. It is closed in the Christmas holidays. The after school provision and breakfast club offer care to children attending the school, while the holiday provision serves the local area and beyond.

The club is on the voluntary and compulsory parts of the Childcare Register and the Early Years Register. There are currently 186 children on roll, of whom 17 are in the Early Years Foundation Stage. Of the five staff who work with the children regularly, four, including the manager, have appropriate qualifications at level 3. The club also has a newly qualified teacher available to support children at some sessions.

What the setting needs to do to improve further

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

- keep a daily record of the names of the children being cared for on the premises and accurately record their hours of attendance
- implement an exciting programme of activities through planned and purposeful play and through an appropriate mix of adult-led and child-initiated activities supported by high quality staff interaction which promotes children's desire to explore, think about problems and relate to others
- ensure that outdoor activities across all areas of learning are planned and taken on a daily basis.

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

- monitor the educational programmes and the quality of staff teaching to ensure that any weaker areas of practice are identified and addressed in order that children are always provided with activities which are challenging and stimulating to complement their learning in school.

Inspection judgements

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

Staff provide children with a sufficient range of activities and experiences, which they mostly enjoy and which generally support their development across the areas of learning. Children are offered some choices as they play; however, the majority of activities in the club are organised by the staff. This means that some children are not always supported to learn how to lead their own play, and subsequently, are not always engaging in learning. Some staff have a good understanding of how children learn best and demonstrate suitable teaching skills, which support the children as they learn. For example, some staff ask questions, which encourage the children to think critically. However, this is inconsistent because the quality of teaching is variable, which means that not all children are sufficiently supported to make good progress. For example, some children spend extended periods of time on computer games, or waiting for their turn on these. Staff leave children to manage this and do not actively engage in encouraging the children to seek alternative entertainment. This does not support them developing new interests or provide them with challenging opportunities to develop new skills. Children are learning to take turns and how to negotiate with other children which supports their transition to school. Staff freely engage in conversation with the children. Children respond well to the interest shown and consequently, their language and communication skills are developing well.

Children have adequate access to a selection of resources, which encourage them to express themselves. They spend time colouring, take parts in craft activities and have some opportunities to dress up. This supports some aspects of children's creative development. Children are encouraged to count each other and play number matching games which helps the development of early mathematical skills. Physical development is not sufficiently supported for children to make good progress. While children have access to the school grounds for outdoor play, this is not always used to provide children with activities that extend their awareness of exercise for their health or teach children new skills. This is linked to the limited overall planning for ensuring that children are provided with challenging and stimulating opportunities in each of the areas of learning. Staff make regular observations of the children as they play and are beginning to use this information to track the children's development to identify the next steps in their learning. This information is used to inform the weekly planning and helps most children make steady progress overall.

Children learn about the wider world through a range of games and jigsaws that help them to value the similarities and differences between themselves and others. Staff involve the older children in some of the activity plans. They ask for children's suggestions and help them choose some of the resources at the beginning of each session. This helps to engage children in expressing their choices including their likes and dislikes. Staff provide parents with verbal feedback on children's development, which helps to keep parents suitably informed about some aspects of their child's progress. Information about children's learning is also shared with the host school, supporting a complementary approach to children's learning and development.

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

Staff are friendly, caring and have developed warm relationships with the children and their parents. Children are happy and secure in the setting, laughing and smiling as they play. Staff are good role models and encourage the children to develop good manners and involve them in games where they have to share and take turns. This supports the children's well-being as they begin to understand the needs of others and develop a sense of mutual respect. Children play well together and enjoy each other's company. Young children respond well to older children and actively seek them out to share role play games, or to colour pictures. Older children are kind and sensitive to the youngest children and are good role models. Consequently, children's behaviour is good.

There is a suitable key person system in place and children's care and development is overseen by their key person. Children develop appropriate self-care skills as staff encourage them to wash their hands before snack. This supports the children as they develop independence. Breakfast and snack times are social occasions where some staff sit with the children and discuss, for example, 'which foods give you energy', as they learn about healthy foods. Children are provided with a well-balanced breakfast, including yoghurts, fruit and toast. Children are encouraged to sit at the table and use cutlery themselves. This promotes their independence and children are supported to keep healthy. Opportunities are provided for the children to use the outdoor play areas, particularly when the weather is good and this provides children with adequate exercise and fresh air. However, there is no specific planning for the regular use of the outdoors and no consideration is given as to how to utilise it for other aspects of learning.

Staff ensure that children are kept safe by monitoring for any potential risks, which are quickly removed by staff. Children know, for example, to ask for staff help with changing batteries in the remote controllers and why they should not play with the batteries. The learning environment is suitably safe, welcoming and adequately resourced. Resources are stored at appropriate heights and are well maintained and of a good quality. This means that children can access them with ease supporting them to become independent.

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

Children's welfare is promoted appropriately within the setting as the manager mostly understands her responsibilities under the safeguarding requirements. However, registers of children's departure times are not accurately recorded. This is a breach of legal requirements and applies to both parts of the Childcare Register. Consequently, this does not actively promote children's ongoing welfare, particularly in the event of any child protection concerns. Sound recruitment procedures are in place to ensure the suitability of staff, which helps to keep the children safe. Staff have attended safeguarding training and have a good understanding of how to keep children safe from harm. Staff are clear about child protection procedures and whom they report to if they have any concerns about a child in their care. This means children are safe and protected while attending the setting. Risk assessments of the premises and resources are implemented and adequate policies

and procedures are in place, which mostly help to support the children's well-being.

The provider has a good enough understanding of the learning and development requirements and has a reasonable overview of the children's progress. However, the monitoring of educational programmes and the quality of teaching is not sufficiently embedded in practice to ensure that some weaker areas of practice are identified and addressed. As a consequence of this, children are not always provided with activities which are challenging and stimulating to complement their learning in school. Staff are provided with a suitable programme of continuous professional development. Arrangements for performance management are in place and staff access regular training to improve knowledge.

The provider is keen to improve the setting and some plans are in place to support continuous improvement. Most aspects of practice are suitably reflective and relevant evaluation takes place daily, taking into account the views of the children, parents and staff. This means that most strengths and weaknesses are adequately identified. The setting has developed appropriate partnerships with parents, external agencies and other settings. Parents are very positive about the setting and feel that staff are very supportive. They comment that their children 'do not stop talking about the fun that they have had'. Appropriate, partnerships with other local schools and the local authority are in place. This helps to ensure that children attending during the summer holiday session, who do not go to the host school, mostly have their needs met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	253576
Local authority	Lincolnshire
Inspection number	876527
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	186
Name of provider	Redwood Kids Holiday Club Committee
Date of previous inspection	02/03/2009
Telephone number	07905 902321

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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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