

# Our Holiday Club

Acorn Hall, Columbia Avenue, Eastcote, HA4 8UG

## Inspection date

Previous inspection date

18/03/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 build good relationships with the staff and other children, they develop a good understanding of boundaries and therefore behave well.
- Staff promote the safety of the children effectively. Risk assessment and health and safety procedures are followed consistently; therefore, children are safe in the care of the staff.
- The staff know how to promote learning and provide an exciting environment for children to play and explore, children have fun and are fully engaged in activities.
- Children contribute to the planning and develop confidence as the activities and environment support their individual interests and needs.

### It is not yet outstanding because

- There is scope for improving meals times to ensure they fully promote children's understanding of healthy eating and independence.
- Staff gather information about the children from parents and from school, however, methods for two-way communication do not always ensure a sharp focus on supporting children with additional needs.

## **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 had a tour of the premises and discussed planning with the manager of the club.
- The inspector accompanied the staff in their walk collecting the children from school.
- The inspector observed children's play inside and outside.
- The inspector sampled key documentation including policies and procedures for safeguarding children.
- The inspector had a meeting with the provider to discuss the systems for self-evaluation of the club.

## **Inspector**

Carolina Montesinos

## Full report

### Information about the setting

Our Holiday Club After School Club registered in 2013 and is based in Acorn Hall in Eastcote, in the London borough of Hillingdon. The club currently opens between 3pm to 6pm during term time after school. The group operates from the Acorn Hall, which includes a large hall, lobby area, office, kitchen, store rooms and toilets. Children also have access to an enclosed outdoor area. There are currently 44 children on roll. The group employs four members of staff who all hold a relevant qualification. The manager holds a NVQ Level 3 qualification. The provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- enhance the organisation of meal times to maximise opportunities to help children learn about healthy eating and develop independence
- further develop two-way communication with parents to ensure there is a sharp focus on supporting children with additional needs.

## Inspection judgements

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

Children enjoy the time they spend at the after school club and are pleased to be met by staff from their school at the end of the day. Staff know how to promote children's learning and provide a wide range of educational and fun activities for children across the areas of learning indoors and outdoors. For example, staff provide space for children to do homework, an arts and crafts table, building blocks, music and a quiet corner, which staff make very comfortable for children to relax. This complements their learning after a day at school well. As a result, children of different ages play well together and their interactions with the staff and each other enhance their learning opportunities.

Staff have high expectations of all children. Their observations and assessments allow them to constantly adapt their planning, re-shape tasks and extend children's play. Consequently, they provide suitably challenging activities for children of different ages and attainment levels. Older children enjoy ball games while younger children engage in imaginative play outside. Additionally, staff ensure the planning of the activities and the environment meet the individual needs because they listen to the children's views. For example, based on children's request, the staff added a baking activity to their

weekly planning. Therefore, children are confident expressing their views and needs and are fully engaged in play. This supports their learning while they have a great time.

Staff support children communication and language skills as the organisation of the daily routines promote positive interaction. As children walk from school, they choose a partner to walk with and during meal times, children have lovely conversations at the table about their day, interests and what they will play next. Staff engage in play with the children and provide a wide range of resources that interest children. For example, children enjoy playing outside and testing their abilities as they ride, peddle and push on range of wheeled toys and diggers. The key person role works generally well; staff spend time with their key children and gather information about them through observations and daily conversations with the parents and the school staff. However, there is scope to enhance two-way communication with parents to ensure there is a sharp focus on meeting specific needs. For example, by planning for those children who receive additional support in their learning and development.

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

Children develop warm relationships with staff, which enables them to form secure attachments and promotes their well-being and independence. There is an effective key person system in place and this helps children feel secure. Children's personal, social and emotional development are fostered well, therefore, children are forming good friendships.

Parents speak positively about the staff team and they feel children have fun and are well cared for. Children listen carefully to the staff and follow instructions well. This shows children develop a good understanding of safety and boundaries, which helps children prepare for the next steps in their learning.

Staff effectively supervise children's play; they are very thorough in implementing safety routines and children learn about safety through their daily walks, from school to the club. Staff ensure systems for risk assessment and safety measures are followed consistently and involve children in the process, talking to them and addressing any issues during circle time discussions. As a result, children behave well and cooperate in ensuring safety. Children enjoy fresh air outside and access a wide range of activities, which promote physical exercise. Staff teach children about healthy eating by providing fruit for snack and a drink, which is available throughout the session. Staff give children clear messages through their practice to ensure children develop a good understanding of healthy lifestyles overall. However, the organisation of meal does not maximise opportunities to help children learn about healthy eating and independence, because children are not involved in preparing or serving their meals.

The key person role support children's settling in procedures and parent involvement, as they welcome parents into the club and gather all necessary information about the children, before they start attending. Staff plan meal times, taking into account children's allergies and dietary requirements. They are confident in following first aid procedures

and dealing with minor accidents. Therefore, staff ensure care practices and the provision promote children's well-being.

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

The provider understands her role in meeting the learning and development requirements and has developed a good system for assessment of children's development in her provision. This includes talking to the children, gathering information from parents, observing children and working together to support their learning. This means, at times complementing what children learn at school and other times providing a relaxed, fun atmosphere for children. The educational programmes provide opportunities for all children to extend their learning because it reflects children's individual interests and needs. Therefore, the provision helps children make the next steps in their learning. Staff welcome feedback from parents and take into account their views in order to shape their practice and provision.

The provider and her team have a good understanding of safeguarding children and the legal requirements of the Statutory framework for the Early Years Foundation Stage. Staff prioritise the safety of the children and effectively identify and respond to potential risks to children. For example, on the day of the visit, other users of the building had left building work unfinished, which meant there were some unsafe large objects in the outdoor space. The staff, in response to making the area safe for children, blocked off this specific area at the beginning of the day. There are robust policies and procedures in place, which all staff implement in their practice. Staff understand their role in ensuring the welfare of the children and have a good knowledge of child protection issues and what to do if they have concerns about a child. Additionally, recruitment procedures and supervision ensure the ongoing suitability of the staff working with children. The provider completes enhanced disclosure and barring service checks for every member of staff working with the children.

The provider evaluates practice taking into account the views of the staff, of the parents and the children. During staff meetings and supervisions, the staff team discusses feedback and areas they feel the setting needs to develop as well as the training needs of the staff. Therefore, the provider can effectively identify strengths and weaknesses in their provision. The provider has a strong drive to improve the after school club and plans for continuous improvement over time. There are strong relationships between the school children attend and the staff at the after school club and communication is regularly exchanged about the children. This impacts the provision and outcomes for children positively.

### **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	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

<b>Unique reference number</b>	EY467862
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	934995
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Chantal Elizabeth Burgess
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07739425396

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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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