

Wild Camp/Creche

North Herts Leisure Centre, Baldock Road, Letchworth, Hertfordshire, SG6 2ER

Inspection date

11/03/2014

Previous inspection date

19/08/2013

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

- Staff have very good relationships with the children. They are warm and sensitive to their needs, which means children feel secure in their care and play happily alongside each other.
- Safety and safeguarding are highly prioritised. Children are well protected through thorough risk assessments and the high levels of supervision provided by staff.
- The management team and staff strive to maintain a high quality provision for children. They evaluate and build upon their practice to ensure children continue to benefit from improvements made in the setting.
- Staff engage with children through their play and skilfully question children to encourage them to think critically. As a result, the quality of teaching is good and children are provided with a good level of realistic challenges that are appropriate for their age and stage of development.

It is not yet outstanding because

- Activity plans do not always identify which children will particularly benefit from planned activities to ensure individual learning is always as targeted and effective as possible.
- There is scope to enhance the already very good procedures in place for children's care routines and preferences that enable further opportunities for staff to share parents' contributions effectively.

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 creche and talked with the staff.
- The inspector invited the supervisor to conduct a joint observation.
- The inspector looked at planning documentation and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held meetings with the management team and checked evidence of staff suitability and qualifications.

Inspector

Lorraine Pike

Full report

Information about the setting

Wild Camp/Creche registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by Stevenage Leisure Limited and operates from North Herts Leisure Centre in Letchworth, Hertfordshire. The setting is located on the first floor.

The creche is open each morning for members of the leisure centre. Sessions run from 9.30am to 11am and from 11am to 12.30pm. The holiday club is open during the Easter and summer school holidays for children aged three to 12 years. Opening times are Monday to Friday from 9am to 5pm. Extended hours are also available from 8.30am to 9am and from 5pm to 5.30pm. The setting supports children who speak English as an additional language. There are currently 100 children on roll, all of whom are in the early years age group.

There are four members of staff, including the supervisor, employed to work with the children in the creche. Of these, two hold a qualification at level 3 and one holds level 2. The holiday club employs temporary staff, who have a mixture of childcare, sporting and lifesaving qualifications, overseen by a play leader with a qualification at level 3. This inspection took place during the creche sessions.

What the setting needs to do to improve further

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

- develop a more robust system for all staff to identify which activities are specifically planned for individual children, to further support their learning to the very optimum
- enhance the system for recording and sharing the information received from parents about children's care routines and preferences with all staff, that enables them to continue meeting children's needs, especially those children who do not attend on a regular basis.

Inspection judgements

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

Children are enthusiastic and excited in this friendly and welcoming creche and holiday club. Staff motivate children's interest by providing a wide range of stimulating equipment, resources and activities. This enables children to master new skills and make good progress. Children attend the creche on a casual basis from the age of three months up to five years, while their parents or carers make use of the on-site leisure facilities. Children

attend the holiday club from the age of three to 12 years during school holiday periods. Their parents do not remain on site. Staff in the creche thoroughly evaluate the good balance of adult-led and child-initiated activities that have depth and breadth across all seven areas of learning. Therefore, staff plan the next steps in children's learning based on their interests. However, there is scope to enhance the very good planning in place by clearly identifying individual children's next steps on daily plans. As a result, not all staff are fully informed how they can extend individual children's learning through planned daily experiences. Staff are fully committed to supporting children who are learning to speak English as an additional language; they learn key words in children's home languages and provide clear visual prompts to support their understanding of the session. Therefore, these children make good progress during their time in the creche.

Children are allocated a key person for the time they attend the sessions. Good information sharing with parents ensures children's learning and development needs are complimented. For example, babies in the creche have large floor space; they crawl or use baby walkers to explore the stimulating environment. Their physical skills are further developed as they use their upper body to pull themselves onto the large shaped soft play blocks and manoeuvre their bodies safely down the other side. Staff provide children with a good level of challenge as they encourage them to construct an arch to crawl through. As a result, children demonstrate high levels of engagement as they explore how the different shaped blocks can be joined together to balance and build an arch. Children have great fun as they carefully negotiate their space well and they crawl through the arch without knocking the soft bricks down. Babies thoroughly enjoy the interaction they receive from staff and older children in the creche. Their personal, social and emotional development is enhanced as they begin to build good relationships. They smile, giggle, wiggle their bodies and make good eye contact with others as they join in with action songs. Staff place a strong emphasis on encouraging children's communication skills. Children speak to the staff and each other with confidence. Language development is supported as they play, through sharing ideas, thoughts and opinions. Staff model good examples of language and have a secure knowledge of how children learn. Interactions between staff and children are very positive. Staff support children's learning through play by sensitively intervening to extend their learning without interrupting their flow of play. For example, as children begin to make up their own story of a train journey to the bakers, staff use open-ended questions, such as 'What do you think you will buy at the bakers?' As a result, children's critical thinking is extended as they take it in turns to suggest different foods and incorporate them into their story.

Children develop key skills for future learning, such as concentration and being part of a group, as they take it in turns to identify their name card to come to the table for snack. Staff place high priority on promoting children's good levels of self-confidence and independence. For example, they give children responsibilities, such as collecting the name cards. This ensures that they have the skills they need, which complements the learning they receive in other early years settings and in schools. Children attending the holiday club are given choices and decisions to make about what activities they want to participate in and which resources they want to play with. High staff ratios of qualified lifeguards ensure that children attending swimming lessons are learning an important skill, which may save their life. Appropriate buoyancy aids are used for those children who need them and staff ensure that close supervision keeps them safe at all times. Children's

knowledge and understanding of mathematics is complemented through a wide variety of activities, such as team games, where each team includes a selection of all age ranges. Daily craft and art activities provide and encourage children to use their knowledge of phonics as they begin to explore making marks and develop their emerging writing using a range of different tools. Partnerships with parents are good and they share two-way information daily when dropping off or picking up their children. Parents value the detailed feedback that staff provide; as a result, they are involved in their children's learning.

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

Children are confident, happy and comfortable in their surroundings. Their personal, social and emotional skills develop as they play happily together and form strong friendships across all age groups. Staff are warm and sensitive to the children who they support. For example, in the creche, staff notice that a child is feeling a little unsettled and offer him a cuddle. As a result, children quickly settle and feel secure in their care as they develop strong and positive relationships. This also ensures that they gain confidence to move to other settings. Key persons are assigned to age ranges rather than individual children; this is because children may only ever attend once. This system ensures that children receive tailored care to meet their needs and are supported in becoming familiar with the creche or holiday club. Staff are very keen to make sure that children and parents feel welcome and fully supported from the beginning. They offer a gradual approach to helping children to settle, including short introductory sessions which enable children to become familiar with staff and the environment. Staff provide children's favourite activities to help them settle to play, and consequently, by the time parents are ready to leave their children, they are usually fully engaged and happy. Prior to introductory sessions, parents are actively encouraged to share a wide range of information in relation to their child's preferences, care routines, skills and learning needs. However, there is scope to enhance how this information is recorded to effectively inform all staff. This is particularly relevant for those children who do not attend the setting regularly.

The creche is decorated with beautiful examples of children's colourful artwork. This helps children to feel that their efforts are valued and boosts their self-esteem. Children move freely around the creche as they access a broad range of good quality toys and equipment. Furthermore, children are provided with good opportunities to manage everyday tasks for themselves and to make choices of activities from the photo book. Therefore, children show good levels of competence in their independence, appropriate to their age. Staff are excellent role models and, as a result, children are extremely well behaved and show great respect for their friends, staff and environment. Staff promote consistent boundaries and use praise to support children very effectively. In addition, they encourage children to use 'kind hands' to manage incidents of behaviour.

Children's welfare and emotional well-being are supported by good care practices. They adopt good attitudes towards healthy lifestyles, which are very well supported by staff. For example, staff sit with children at mealtimes and engage in their conversation, discussing the benefits of eating healthy foods. Staff work in partnership with parents to ensure that they provide snacks and packed lunches that are healthy. Children play in a clean environment where they learn the importance of good personal hygiene. All babies and

children are reminded to cleanse their hands with anti-bacterial wipes before eating their snacks or lunch. Staff further support their understanding of keeping healthy by encouraging them to drink often to keep hydrated. Children are encouraged to be fit and active as they take part in activities, such as dance, gymnastics and dodgeball, in the holiday club. Children in the creche develop their strength and coordination as they climb the steps of the slide and ride bikes and scooters in a zoned off area. Children's safety is a priority at the setting. Staff are proactive in managing risk and positively encourage children to explore and play safely. For example, they ask them to use their 'walking feet' and practise the action to take in the event of a fire. The rules for games and activities in the holiday club are clearly explained, which enhances children's sense of safety and belonging.

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

Children's welfare is promoted well within the setting. All staff are checked to ensure they are suitable to work with children. They all hold a current Disclosure and Barring Service check and regularly inform the management team that there have been no changes to their circumstances which may affect their ability to work with children. The management team have a good understanding of their responsibilities in meeting the welfare and safeguarding requirements of the Early Years Foundation Stage when employing temporary staff to work in the holiday club. Staff recruitment procedures are robust and all new staff benefit from a full induction, which ensures they are quickly aware of the routines, policies and procedures that apply to the creche and holiday club. Induction includes training on how to safeguard children, and permanent staff in the creche receive additional safeguarding training. Staff recognise the signs and symptoms that may indicate abuse and are clear about how to follow up any concerns promptly. Their practice is underpinned by a full written policy, which also covers the use of mobile telephones in the setting. Staff know to keep their telephones in their bags, which are safely stored away from children. This protects children effectively. Well-organised registers of children's attendance ensure that staff deploy themselves effectively to provide children with consistently good levels of direct support and supervision. Consequently, safeguarding procedures are fully understood by staff. In addition, staff qualified in first aid deal with minor injuries and incidents well to support children's well-being. Safety is promoted further through robust arrangements for assessing any risks to children, with checks carried out on a daily basis.

Staff in the creche are well qualified. Permanent staff in the creche are very committed to their roles, and consequently, there is an extremely positive atmosphere. The management team encourages a reflective approach and all staff are open to new ideas and keen to develop their own practice. For instance, staff identify areas where they feel they would like more training and discuss this with the management team during appraisals and sharply focused supervision meetings. For example, staff have received training in Makaton sign language to support children's communication skills. This has had a positive impact, as some children who attend on a regular basis are now beginning to use some of the signs to express their wishes. As a result, staff are continually developing their skills for the benefit of the children who attend. The management team and

permanent staff are committed to developing further the quality and quantity of play opportunities offered to children. The views and comments of parents, children and staff are sought and they are very complimentary. Successful evaluation clearly identifies any areas for further improvement, and actions to address these are put in place to good effect. For example, recent improvements include installing a new floor in the hall used by the creche and purchasing equipment that will enable staff to safely evacuate non-mobile children from the building in the event of an emergency. Future plans include further supporting children's communication by introducing a Makaton 'sign of the week'.

Recommendations from the last inspection have been addressed and support effective practice. Staff effectively plan and deliver a wide range of interesting and challenging activities and resources that enable children to make good progress in all seven areas of learning for those children in the early years age group. Staff are fully aware of the guidance within the Statutory framework for the Early Years Foundation Stage with regard to wrap-around care. The staff provide supplementary experiences and activities which successfully complement the learning that children receive in school and other settings.

All staff have a positive attitude to working in partnership with parents. Policies are shared openly with parents, and consequently, they understand how staff keep their children safe and promote their well-being. Parents are kept well informed of their child's progress and activities. This includes information displayed on notice boards, in newsletters and through the conversations with staff on a daily basis. As a result, parents feel fully involved and are reassured that their children are provided with experiences that promote their enjoyment and good progress. Parents spoken to during the inspection are full of praise for the creche. They speak very highly of all staff, saying they are 'fantastic'. They are very appreciative of staff's 'nurturing and caring' approach. Staff also build good links with other providers, such as local pre-schools, nurseries and creches, to share and improve their practice.

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

Unique reference number	EY313474
Local authority	Hertfordshire
Inspection number	956515
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	69
Number of children on roll	100
Name of provider	Stevenage Leisure Ltd.
Date of previous inspection	19/08/2013
Telephone number	01462 679311

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

