

Holiday Zone

Wilmslow Preparatory School, 7 Grove Avenue, WILMSLOW, Cheshire, SK9 5EG

Inspection date	17/04/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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		1
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 enjoy a wealth of interesting and challenging opportunities. This is because staff make good use of the facilities and resources available to plan a very good balance of adult-led and child-initiated opportunities, extending children's learning through fun.
- Staff are welcoming and friendly. They provide a very comfortable and relaxed environment where children settle quickly, are happy and develop secure relationships with staff and positive friendships with others. This promotes their emotional well-being excellently.
- Children's safety and welfare is well managed through robust policies and procedures in place and the vigilance of staff, ensuring that these are implemented effectively.
- All aspects of the club are highly organised, due to the continual evaluation of practices. This reflects the commitment by management to act upon identified improvements, to provide the best possible provision.
- Partnerships and relationships with parents are strong. Parents highly value the level of care and attention their children receive and the wide variety of activities and outings to places of interest, which are provided.

It is not yet outstanding because

- There is scope to enhance the existing good partnerships with the schools, through the sharing of regular information about what goes on in the club.

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 and interactions between staff and children in the two playrooms and outdoor environment.
- The inspector held meetings with the registered provider of the provision and spoke to the deputy manager, staff and children throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and from written feedback received by the setting.

Inspector

Sharon Lea

Full report

Information about the setting

Holiday Zone was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Wilmslow Preparatory School in Wilmslow, Cheshire and is managed by a private provider. The club serves the local area and has strong links with the host school. It operates from the school hall and adjoining rooms and there is an enclosed area available for outdoor play. The club employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at levels 2 and 3 and one holds a level 5 qualification. The club opens Monday to Friday, during school holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 157 children attending, 51 of whom are in the early years age group. In addition, the club provides after school care to children attending the host school from 4.10pm until 6.30pm during term time.

What the setting needs to do to improve further

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

- enhance the existing good partnerships with schools, through the sharing of regular information about the club to ensure that all those involved in the care and education of the children, are fully informed and involved.

Inspection judgements

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

Children enjoy a wide variety of interesting activities and opportunities, which support and extend all areas of their learning and development. Staff provide these through weekly activity plans, which are well balanced between adult-led activities and child-initiated play opportunities. For example, children can participate in craft activities, play games, read, be imaginative in the role play areas, use construction resources or play outdoors. Therefore, there is something on offer at all times for all children, whatever their age and interests. This also enables children to join in group activities, play with their friends, be active or simply relax at the end of their school day or during holiday times. As a result, children are happy and make informed choices appropriate to their daily individual needs. They all say that they have had a brilliant time and will definitely return. Staff provide different themed activities for each week during holiday periods. For example, under the sea, science fiction, pirates and princesses, all about animals and seasons. These incorporate various activities, for example, making robots, baking, creating grass seed monsters, end of holiday discos and a wide range of outings, such as the cinema, green spaces and theme parks. Staff make the sessions fun and exciting through their excellent understanding of what children enjoy. For example, during Easter, they arrange for a 'special' guest to visit the children, who eagerly anticipate his arrival, guessing who it could be. When the Easter bunny arrives, the children are excited when they greet him and happily accept a gift from

him. This is followed by an outdoor egg hunt with the children forming small groups, which they name imaginatively, before collecting eggs in the creative baskets they made earlier. When the children come back inside, they count the treats they have collected as a team and share these out, so that everyone has an equal amount. This develops their mathematical skills and helps them to work together socially as a group. This enables older children to support the younger ones, which helps to ensure that everyone is included. Children have good opportunities to develop skills for future learning as they access writing materials and use everyday technology in their play. Staff skilfully support children and allow them time to make their own choices and to be independent. They enhance activities chosen by children to develop their learning through, for example, teaching counting skills and developing physical skills through using scissors and other small tools and equipment.

Children's communication and language is supported well through purposeful play and interactions. For example, staff help to develop children's critical thinking skills by asking open-ended questions. Children have frequent opportunities to initiate conversation and take account of what others say. For example, circle times, meals and snacks, story sessions and discussions during play are extremely successful in encouraging children to share their ideas and thoughts. Staff also gather the views of children on what they like about the group and any suggestions they have for improvements. This ensures that they use the information to good effect by planning activities and providing resources for children, which link to their interests. For example, during the most recent holiday club, children enjoyed a 'Hollywood' themed day, planned entirely by them, complete with red carpet and an Oscar awards ceremony. This ensures that the children are fully engaged and involved, developing their confidence and organisational and thinking skills. Staff observe children during play and they use these and the information gained from teachers in the host school, to identify and support the next steps in their learning. Planning is in place to meet all areas of the Early Years Foundation Stage for younger children and staff also plan for those who are older. As a result, the opportunities provided and the good level of staffs' teaching and support, complements and enhances children's learning at school and their progress in areas of learning, such as literacy. There is scope, however, to enhance the good partnerships that exist with the host school to other schools by providing them with information about the club on a more regular basis.

Friendly relationships and effective partnerships are in place between parents and staff. Parents say that they are delighted with the provision and feel it provides their children with a friendly, caring and fun atmosphere where they can play safely during school holidays or at the end of a busy school day. Staff obtain initial information about children's interests from parents during the registration and settling-in process. They talk to parents about what their children have been doing while at the club and at home and share information or messages from school at the end of the after school sessions. Parents' views are actively sought and following a recent parent request, a homework room has been introduced to the after school club. A wealth of information is available on parents' noticeboards, newsletters and through the informative website, where they can view detailed activity plans for forthcoming holidays and book sessions for their child accordingly. Parents also enjoy looking at their child's creative work, which is shared with them through display boards in the main hall.

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

Children are very happy and relaxed in this extremely welcoming and friendly club where the emphasis is definitely on them being safe, happy and ultimately, having fun. Secure relationships with staff and positive friendships with others are highly evident. This is because the staff are calm and promote kindness and respect towards one another, enhancing children's emotional well-being. Children settle-in quickly and parents' express how pleased they are that their children are so happy to attend, even those who ordinarily have difficulty adapting to changes in their routine. Once they have started attending, many request additional sessions as they enjoy their time at the club so much. This is supported through the excellent initial information obtained from parents about children's likes and dislikes. Key persons use this information well to provide activities that every child enjoys. This supports every child extremely well and helps them to settle quickly when they first start. During holiday club sessions, children attend from the wider local area, developing children's social skills extremely well as they are able to make friends with children outside their usual friendship groups. There are highly effective partnerships in place between the club and teachers at the host school, which benefit those children who attend after school or during holiday periods. This means that children are emotionally well supported when they move between the school, club and home. Therefore, children are happy and confident to engage in activities and conversations with others and to take full advantage of the interesting opportunities available in the club.

The inspiring, well-organised environment and high quality resources, both indoors and outdoors, provide a safe place where children can independently explore, investigate and have fun. Children have a vast range of creative activities, toys, games, books, computer equipment and role play resources to choose from. In addition, the wonderful outdoor area provides large equipment for climbing and balancing, supplemented by wheeled toys and smaller resources for parachute and group games. This means that there is something available for everyone, whether they want to be physically active or relax, whatever their age and interests. Children learn to behave very well because staff are good role models, who promote kindness and respect towards one another. In addition, because there is so much choice at the club, children are highly engaged in activities, which the staff monitor or extend. This ensures that children are never bored. There are established group rules, which children are fully involved in creating. These reinforce appropriate expectations, which children aspire to achieve. Positive behaviour is constantly praised by staff and children have the opportunity to receive the 'star of the day' certificate, for demonstrating something noteworthy. Consequently, children are polite, well mannered and develop positive friendships with others, enhancing their social skills and emotional well-being. Staff encourage children to talk about their interests, families and school life. This demonstrates that staff are genuinely interested in getting to know the children well and eager to support them by providing activities that link with their individual interests. Staff actively encourage children to develop their independence and to do things for themselves, such as washing their hands before snacks, putting on their coats for outdoor play and helping with snack preparation. Children are also given little tasks to do, such as handing out the lunch boxes and helping to tidy away activities. This helps to develop their self-esteem and promotes a positive desire to care for others and their environment.

Snack and mealtimes are relaxed, social occasions where children sit together around the table with staff to enjoy their food and each other's company. The snack menu provides children with opportunities to try a wide variety of foods and to make healthy choices from the range of fresh fruits and vegetables provided. Staff also acknowledge children's requests for favourite foods and accommodate any ideas that they or their parents suggest for new foods. Fresh drinking water is available at all times and children can independently access this to keep themselves hydrated. During the holiday club, parents provide packed lunches for their children, prompting conversations and comparisons between them of what they have to eat and drink. Children have daily opportunities for outdoor play in the large, well-equipped playground, to support their developing understanding of how being active contributes to a healthy lifestyle. Opportunities, such as, ball games, parachute and other group games are popular activities. This helps to support children's physical development and their personal, social and emotional development, as they negotiate rules and teams. Children also learn how to keep themselves safe outdoors, through their good awareness of how to use the equipment correctly. Parents are very happy regarding the safety of the provision. This enables them to feel confident that their children are safe, secure and extremely well cared for. During the holiday club sessions, many trips and outings are planned. These are excellently managed regarding safety procedures and children are made fully aware of how to keep themselves safe, through road safety awareness and safe behaviour while travelling and on arrival at their destination.

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

The management team have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have attended safeguarding training and have a secure understanding of their role and responsibilities for protecting children from possible harm or neglect and know how to pass on concerns appropriately. There are detailed policies and procedures in place, which are shared and understood by all staff and are accessible to parents. Thorough recruitment and induction procedures ensure that staff are suitable to work with children and are fully aware of their role and responsibilities. Entry into the building is secure and parents and visitors can enter only if permitted to do so by a staff member. Staff and children are signed in on arrival and signed out when leaving, ensuring that in the case of an emergency evacuation all children and staff are accounted for. Staff complete daily safety checks of the premises and keep written risk assessments, which are regularly reviewed to ensure all hazards are minimised. Any minor accidents, which do occur are recorded and shared with parents on arrival. Management review all accidents, which occur, taking appropriate action, if hazards are identified from these. This ensures that children are kept safe and accidents are kept to a minimum. Consequently, children's safety and welfare is prioritised to a high standard.

Leadership and management of the club is highly effective, resulting in a well-organised service. Staff are experienced in childcare and they are highly enthusiastic regarding their roles with the children and as part of a staff team, who work very well together. This creates a harmonious and happy environment where staff and children enjoy one

another's company. Although, the club has only been open for a short period of time, self-evaluation is developing well and is helping staff to identify the strengths of the provision, as well as areas for development. Management and staff demonstrate a strong commitment to enhancing their service to improve outcomes for children, supported through their ongoing development plan. There is scope, however, to develop this further through the use of parents' surveys, to enable parents' views on specific areas of the provision to be sought. Arrangements are in place to monitor the progress children are making and to identify any gaps in their development. The information staff gain from their observations of children is used by them to plan an interesting programme of activities, to support the early years children in their identified next steps in learning. Staff fully recognise their responsibility to promote children's learning and development and do this effectively. Regular team meetings, one-to-one meetings and annual appraisals are in place to monitor and support staff and to promote consistency. All staff have recognised childcare qualifications and are trained in first aid, food hygiene and safeguarding. Additional training opportunities are accessed via the local authority and the out of school alliance, which the club is registered with.

Partnerships and relationships with parents are strong. Parents' highly value the wide variety of activities provided for their children and how comfortable their children are at the club. Parents' express the high regard that they have for the club and their high levels of satisfaction with staff and the facilities. Feedback from parents is sought through daily verbal contact and a comments book. Highly effective partnerships have also been developed between the club and the host school where the club is based. Staff liaise with the class teachers to share observations of the early years children and to find out about the skills they are developing in class. In addition, daily information about the child's time in the after school club is shared well between the club staff, teachers and parents. This helps to ensure that children are well supported between the school, club and home. These excellent partnerships enable information to be shared about children's welfare and learning, ensuring a coordinated and cohesive approach to each child's learning and development needs.

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	EY467608
Local authority	Cheshire East
Inspection number	942453
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	157
Name of provider	Holiday Zone Ltd
Date of previous inspection	not applicable
Telephone number	07805 269443

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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.

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.

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