

# Our Holiday Club

West Drayton School House, Kingston Lane, West Drayton, UB7 9EA

## Inspection date

Previous inspection date

16/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

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

- Parents are appreciative of the caring and friendly nature of staff and the flexibility offered to meet their current childcare needs.
- Independence is adequately promoted as children are involved in many aspects of the provision. As a result, children are being supported in their well-being.
- Regular access to the outdoor areas supports children's physical development and understanding of a healthy lifestyle.

### It is not yet good because

- Ofsted have not been informed of the current manager of the early years provision or changes in the opening hours. In addition, not all records of staff Disclosure Barring service checks were available.
- Procedures are not always updated to reflect current practice or implemented consistently to promote children's welfare effectively.
- The organisation of staff responsibilities is not always as efficient as it could be to meet children's needs fully effectively. In addition, some parents are occasionally unable to share their expectations with their child's key person.

## 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 children's activities inside the main hall and outside.
- The inspector carried out a joint observation with the manager and held discussions with other members of staff.
- The inspector sampled the settings documentation, including policies, learning journals and a variety of record forms.
- The inspector took account of the views of parents on the day.
- The inspector saw evidence of the suitability of some staff members working on the premises and other documentation in relation to the safeguarding and welfare requirements.

## Inspector

Rachel Pepper

## Full report

### Information about the setting

Our Holiday Club is based in West Drayton School House, in West Drayton in the London Borough of Hillingdon. The club open between 8am to 6pm during holidays and 3pm to 6pm during term time after school. The club operates from a large hall, with use of a kitchen, store rooms and toilets. Children also have access to an outdoor playground area. The club currently supports children with special educational needs and/or disabilities and those learning English as an additional language. There are currently 40 children on roll in the early years age group. The club employs six members of staff; four of whom hold a relevant qualification. The manager has a degree in early education.

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

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

- implement an effective system to determine the suitability of all adults working with, or in regular contact with, children, recording information of their completed vetting processes, including their Disclosure and Barring Service check number, the date it was obtained and by whom; and make this information available and easily accessible upon request from Ofsted
- inform Ofsted of the name of any person who is managing the early years provision, and any proposal to change the hours during which childcare will be provided, such as during building works.

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

- review the system for monitoring for the effectiveness of policies and procedures to ensure content is current and relevant, for example the procedures on mobile phone use in the setting for both staff and parents
- strengthen partnerships with parents, enabling further opportunities to discuss the support they wish the setting to offer
- develop the role of each staff member to ensure there is a fair distribution of responsibility to enable all staff to meet children's needs effectively, for example by monitoring the number of children assigned to each key person.

## Inspection judgements

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

Staff have a sufficient understanding of the Early Years Foundation Stage and offer suitable activities and play opportunities for the ages of the children who attend. Teaching and learning is sound and staff support children to acquire the basic skills to move on to the next stage in their development. Activities promote the prime areas of learning. For example, the outside area has a range of bikes, balls, tents and climbing apparatus. Indoor resources include books, a home corner with a play kitchen and food, dressing-up clothes, dolls equipment and small bricks. These resources help to support children's imaginations and the development of their smaller physical skills. Children have opportunities to play board games or chess, and they like to cut up magazines to practise their scissor skills. The manager has plans to extend this activity further by making a collage with the children.

Children wishing to rest or relax have a selection of blankets available and quieter area for this purpose. Staff involve children in purposeful dialogue throughout activities and ask questions to challenge their thinking. For example, staff ask children making bracelets if the bands they are using will be big enough, encouraging them to measure against their own wrists and predict how many they will need. Staff listen to children as they talk about other items they have made and relate their activities to home experiences. They value the contributions that children make, supporting their emotional development. Staff offer praise for their achievements, raising each child's self-esteem. Staff encourage children to speculate and test ideas through trial and error. For example, during an adult-led activity children making play dough estimate and add different amounts of water and flour until they achieve a consistency they are happy with. Children are allowed to take risks when using the outside resources and staff support them in balancing and climbing, promoting their developing physical agility. Staff support children learning English as an additional language in their communication and language development. They also give the children adequate opportunities to speak in their home language, due to bilingual staff members.

Staff promote children's school readiness sufficiently as children are involved in helping complete many tasks throughout the provision. Planning is carried out weekly in conjunction with staff members, and children are encouraged to wash up and tidy away toys at the relevant times. Staff share books with the children concerning moving on to school and encourage parents to attend reception meetings with their children, introducing them to the idea of wearing a uniform. Staff support older children in activities that promote the specific areas of learning and work alongside other children, supporting their development of peer relationships. The manager has recently signed up to a young writer's competition where children are being encouraged with support to write a poem about an animal, promoting their pre-writing and literacy skills.

Staff carry out mini observations and use their findings to plan activities for the children, who are occupied and generally enjoy their time at the setting. The manager aims to share this information with other provisions the children attend, but has not yet established a relationship with them all. Learning journey records are in place for the

younger children and include their likes and dislikes to further support planning. Strategies to engage parents and share information are not always successful as not all parents have been able to inform staff of their child's learning. This hinders the ability of staff to complement children's current learning and tailor activities accordingly. However, scrapbooks containing the activities and experiences children take part in are shared with the parents, showing how staff are actively attempting to support continuity between home and the setting.

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

Children have developed suitable relationships with staff members and generally enjoy their time at the club. They are developing a sense of belonging, as named pegs are available to hang their possessions on and staff warmly welcome children on arrival and ask about their weekend. When children start at the club, parents are asked to complete an all about me sheet detailing their child's likes, dislikes and basic abilities. In addition, appropriate record forms are kept for each child, detailing individual care plans and any requirements in relation to their care needs, such as allergies and medical conditions. Daily discussions with parents also offer a suitable way of sharing important care information. Staff have completed specific training to accommodate these and they follow procedures, recording any medicine administered and gaining the parents signature. This helps to sufficiently safeguard both the children and staff.

Each child is assigned a key person, but due to the current lack of organisation there is an uneven distribution of the children between the staff. This means the key-person's responsibilities currently fall upon the manager. As a result, she has the sole responsibility for tailoring each child's individual needs. Nonetheless, feedback received from parents at the inspection praised the key person as taking a personal interest in each family and parents were very happy with the care they received. Throughout their time at the club, staff remind children to share and be kind to each other, reinforcing the rules and boundaries of the setting. As a result, children mainly play well together and are able to negotiate and develop relationships, supporting their personal, social and emotional development. Children are beginning to gain a basic awareness of personal safety risks. For example, staff remind children to tie their shoelaces so they do not trip and ask them to remove bracelets wrapped tightly around their wrists so they do not effect their circulation.

Children enjoy a healthy balanced diet while at the club, such as a light tea of spaghetti on toast and an apple for dessert. Specific dietary and cultural requirements are displayed on the kitchen wall, enabling all staff to be aware of individual care needs and subsequently meet parent's requests. Staff encourage children to be fully independent by serving themselves at mealtimes, clearing their plates and placing them in the sink to be washed. Children wash their hands before meals and after messy play activities, promoting safe hygiene practice. Children have the opportunity to take part in regular exercise and access fresh air. For example, they have the freedom to move between the indoor and outdoor areas and use the larger play facilities of the school, including the gym. As a result, staff are suitably promoting children's healthy lifestyles. During holiday periods, staff organise

regular activities outside of the club, such as bowling or a trip to the zoo. This is inclusive of all children and offers additional choice and incentives for children to behave well to gain rewards. The equipment and resources of the club are well maintained and suitable for the ages of children attending.

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

The holiday club is kept secure for children through use of an entrance buzzer system on all doors. This ensures unauthorised adults cannot gain access and children will not leave unsupervised. Ratios are suitably maintained and the number of children in attendance is monitored through an attendance register, where they are signed in and out. This register is either completed by parents or staff who collect children from the three other schools the club serves. Collections from other schools are located within walking distance or public transport links to the club and staff obtain parental permissions for these journeys. A fire evacuation is practised each month with the children to help them gain a clear understanding of what to do in an emergency. Details of the evacuations are recorded in order to help staff to evaluate and improve. Disclosure and Barring Service checks are in place for all persons working directly with children, meaning that children are only supervised by people deemed suitable. However, records of all the staff checks were not available on the day of inspection as required. In addition, the provider has not informed Ofsted of information regarding the current manager of the provision and changes to the operating hours. As a result, not all the safeguarding and welfare requirements are currently being met.

Policies and procedures for the club are comprehensive, although these are not being implemented consistently. For example, although there is a procedure for mobile phone usage in the club, parents are not immediately challenged on using a mobile phone, and staff members use their own phones. However, the staff usage is for the specific purpose of contacting staff members using other parts of the school premises when parents of children arrive for collection. This shows the procedure is not updated to include current practice. The provider is aware of safer recruitment procedures through using a panel of staff to interview candidates and uses a points system to determine who is offered the available role. References are followed up and recently joining staff are shadowed by existing staff members, ensuring they are fully informed of the club's policies and procedures.

All staff have access to regular training and performance of staff is managed through regular meetings. At present all staff are first-aid trained and a majority of staff have received safeguarding training. All staff show full awareness of what they would do in the event that they had a concern for any child in their care who may be at risk from potential harm or abuse. Further training has been sourced for two staff members to complete a relevant childcare qualification to improve upon the quality of teaching and learning. The provider has action lists in place and implements recent recommendations from her other settings, in an attempt to improve upon practice. This has recently involved promoting the area of supporting children's independence by involving them more in everyday tasks.

Partnerships with parents are appropriate in relation to many parts of the club and some of their views are gained through discussions and a suggestions box which the children have made, allowing them to post any concerns. This is also available for children to use, in addition to voicing their views through participating in planning and being asked for feedback on activities. Partnerships with other providers and agencies are suitable and links with the school allows them information on specialist support as needed. Relationships are developing with the early years management team for each school and the monitoring of the learning and development requirements, and training is sourced through Hillingdon council.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Not Met (with actions)</b>
The requirements for the voluntary part of the Childcare Register are	<b>Not Met (with actions)</b>

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

- inform Ofsted of the current appointed manager of childcare on non-domestic premises (compulsory part of the Childcare Register)
- inform Ofsted of a change in the days and hours children are cared for (compulsory part of the Childcare Register)
- implement effective systems to ensure Disclosure and Barring service checks obtained are available for the purposes of inspection (compulsory part of the Childcare Register).
- inform Ofsted of the current appointed manager of childcare on non-domestic premises (voluntary part of the Childcare Register)
- inform Ofsted of a change in the days and hours children are cared for (voluntary part of the Childcare Register)
- implement effective systems to ensure Disclosure and Barring service checks obtained are available for the purposes of inspection (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

<b>Unique reference number</b>	EY467898
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	971813
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	100
<b>Name of provider</b>	Chantal Elizabeth Burgess
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07739425396

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

