

# Kidzsize Holiday Club @ Cranfield University

Cranfield University, College Road, CRANFIELD, Bedford, MK43 0AL

<b>Inspection date</b>	04/08/2014
Previous inspection date	27/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Teaching techniques are well adapted to suit this playscheme. The evaluations and flexible activity planning mean that children's interests and needs are considered. As a result, children participate in a variety of activities that capture their attention and support their learning.
- Practitioners create a positive environment where children play happily and confidently. Children's views are sought and valued, thereby supporting them in developing a positive approach to play and learning.
- Practitioners work well with parents to gain a good understanding of each child. As a result, they consistently offer children relevant support.
- Managers and practitioners work well together and are committed to the development of the playscheme. Their continuous evaluation ensures that they promote children's welfare and development.

### It is not yet outstanding because

- Children's investigative skills are not consistently extended to the maximum as they do not always access resources and activities to support this.
- Parents are not always fully supported in extending their children's learning as some information about each week's activity planning is not consistently updated.

## 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 main hall and the outside area.  
The inspector held meetings with the Early Years Quality Manager and one of the company directors. She carried out a joint observation with Early Years Quality Manager.
- The inspector looked at ongoing evaluation and assessment records and planning documentation. She checked evidence of the suitability and qualifications of the practitioners working with the children, the provider's self-evaluation information and improvement plan.
- The inspector took account of the views of parents and carers through the setting's own parent feedback information.

## Inspector

Kelly Eyre

## Full report

### Information about the setting

Kidzsize Holiday Club at Cranfield University was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a sports hall in the grounds of Cranfield University, Bedfordshire. It is one of several settings operated by Sport Support Services Limited. The setting serves the local and neighbouring areas and is accessible to all children. It operates from one main hall and children have access to an outdoor play area. There are currently six staff working directly with the children. Of these, five hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. The setting opens Monday to Friday during each summer holiday. Sessions are from 8am until 5pm and children attend for a variety of sessions. There are currently 10 children attending who are in the early years age group. The setting receives support from the local authority.

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

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

- enhance the support for children's emerging investigative skills by extending the range of open-ended resources and play experiences that encourage children to explore and think further
- strengthen the daily procedures for sharing information with parents so that they are consistently able to extend their children's learning at home.

## Inspection judgements

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

Managers and senior staff have a good understanding of the Early Years Foundation Stage and offer practical support to practitioners. There is a clear recognition that this is a holiday scheme and children need time to relax and enjoy themselves. Practitioners use good teaching techniques that recognise this need and also ensure that children are offered play opportunities that support their good progress. Practical activity planning is based on children's interests and is also flexible, so that practitioners can respond to children's requests. For example, when children suggest taking their packed lunches outside for a picnic, practitioners change the planning in order to facilitate this. The company's Early Years Quality Manager reviews the planning to check that children have balanced play opportunities that support each area of learning. Practitioners also evaluate activities, using this information to note what children have enjoyed, where they need support and where activities can be adapted to meet children's needs. There are good systems that support partnership working with parents. Practitioners gather a wide range of initial information which gives them a clear understanding of children's starting points,

developmental stages and interests. This information is used to inform the planning of activities at the start of each playscheme. Daily communication with parents means that they have opportunities to share updates about their children's current interests and activities at school and home. Practitioners offer some information that enables parents to extend their children's learning at home. For example, they talk with parents about what the children have enjoyed doing. However, this support is not always fully extended as practitioners do not consistently update the information that is displayed about each week's activity planning.

Children have meaningful opportunities to develop their awareness of other ways of life. For example, they enjoy using musical instruments from other countries and make their own illustrations of the globe, depicting children from each of the countries. In the majority of activities, children are encouraged to explore. For example, children engaged in a painting activity experiment by mixing the paint to make new colours. However, their skills in investigating further are not always encouraged to the maximum as, at times, resources that support this are not easily accessible and activities and some resources have a predetermined outcome. For example, children colour in pre-printed pictures or play with a role-play kitchen that does not have any additional accessible resources that could be used to extend their play. Children are supported in developing their language and communication skills. Practitioners interact well with them, listening attentively to children and showing a genuine interest in what they are saying. They make sure that all children, even the quieter ones, have an equal chance to participate in discussions. For example, children and practitioners sit together under the shade of a tree to eat their lunch. The children eagerly talk about the morning's activities, while practitioners encourage them to expand on this and to listen to the contributions of their peers.

Thoughtful daily procedures and interactions mean that practitioners support children well in developing the skills and attitudes that aid their learning at school and in the future. Practitioners' sensitive interaction and support allows children to learn to work together and to review their work. For example, children work in small groups to make model pirate ships, with each group using a different construction set. They then get together to explain to each other how they used the resources and to look at the methods used in each model. Practitioners are well trained and understand how to use sports activities to promote children's physical development and also develop their positive attitudes to working together and achieving. An example of this is the inflatable obstacle course. Children develop physical skills in balance and coordination as they crawl, climb and jump to negotiate the different obstacles. They learn about teamwork as they work in relay teams to complete this, cheering and encouraging each other. They are encouraged to communicate their thoughts and ideas as they explain to each other how to complete different parts of the course. Good staff interaction also helps to extend children's learning. For example, while using the bouncy castle, children are encouraged to count the number of bounces it takes to cross from one side to the other, to see how fast they can jump and how high they can stretch.

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

Practitioners use the key-person system effectively to support good partnership working with families. Consequently, children are secure and confident because practitioners know them well and understand their individual needs. Children build good relationships with practitioners and show that they enjoy their company as they actively include them in their play and discussions. Practitioners encourage children to be involved in determining the daily activities. They ask for their views and ideas and incorporate these into the planning. Their sensitive interaction with the children means that even the quieter children feel able to make their views known. As a result, children learn how to communicate appropriately and they feel confident and positive about themselves, carrying this attitude through to their school life.

Good procedures mean that at the start of each playscheme, parents provide details about their child's abilities and needs. This enables practitioners to understand each child and to help them settle. This is further supported as the organisation has clear procedures for feeding through information about children they already work with, either through their work in schools or the sports activities they run. Children's transitions within the setting are well considered. They play in mixed age groups but are supported by their key person and have regular opportunities throughout the day to play in smaller, age-related groups. This thoughtful organisation also means that children have natural opportunities to learn from each other and to develop social skills that support their interactions in school. The well-organised setting means that children's safety is promoted and they are able to develop their own understanding of how to keep themselves safe as they play. For example, children understand how to use the different energy zones within the hall for specific activities, competently assessing where it is safe to play more active games, such as football.

The good daily procedures support children in developing their self-care skills. For example, they learn to keep their water bottles topped up and take these with them so that they can help themselves to water throughout the day. Practitioners support children well in developing a good understanding of how to manage their own behaviour. Children are offered clear explanations about this and are encouraged to think about how their behaviour affects others. They follow the good example set by practitioners and show genuine concern for each other. For example, older children help younger ones put on the dressing-up clothes. Children gain a good awareness of the importance of healthy lifestyles. Their understanding of healthy eating is promoted as they discuss this and enjoy getting 'Kidzsize Points' when they bring in fresh fruit as part of their packed lunch. Practitioners talk with children about good hygiene, reminding them to cover their mouths when sneezing and talking about why they need to wash their hands before eating. Children learn how exercise affects their bodies as they discuss the importance of stretching and warming up, and then feel their heart rates before and after exercise so that they note the difference.

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

There are thorough safeguarding arrangements in place to support children's welfare. The company organises safeguarding training for all practitioners and also includes this as an

important part of their induction process at the start of each playscheme. This means that all practitioners have a good understanding of the process to follow should they have any concerns about children. Robust checking procedures ensure that all practitioners are suitable to work with children, both when they start at the setting and on an ongoing basis. Robust risk assessments and daily safety checks ensure that hazards are minimised or removed. This means that children play safely and enjoy their time at the playscheme. Managers and practitioners are honest and conscientious in their evaluation of their daily practice. They seek feedback from parents and children, which enables them to gain a representative view of their strengths and areas for improvement. They then use this information to develop clear action plans that lead to improvements in the provision for children. Recent changes include the provision of additional resources, such as construction and role-play equipment, thereby offering children further play and learning opportunities.

The company has carefully recruited practitioners that are experienced in both working with children in educational settings and in providing sports activities. They ensure that they are well trained and supported. This means that children are cared for by practitioners who understand their needs and also understand how to promote children's learning and development as they play and participate in sports and other activities. Senior managers set high standards. In order to support these expectations, they implement good procedures to support practitioners in their work. For example, practitioners have regular supervision sessions throughout the duration of each playscheme. They are also supported in attending further training. This has a positive impact on children. For example, as a result of attending specific training, practitioners now offer children a wider range of craft activities, therefore extending their creativity. All practitioners work well together to ensure that they are meeting the requirements of the Early Years Foundation Stage. They regularly review their practice and check that they are consistently promoting children's well-being and development. The company's Early Years Quality Manager works closely with the playscheme manager in order to monitor children's progress and understand their individual needs. She then offers appropriate support in planning relevant activities and ensuring that any additional help is sought so that all children are supported in making good progress.

Practitioners are experienced and demonstrate a good understanding of the support available from other professionals. This enables them to seek further help for children and families when needed. They also understand the importance of working with other providers caring for the children. They have procedures in place to exchange information about children's activities and needs at school, so that these can be supported during the playscheme. The setting's generally good partnership working with parents ensures that they are kept up to date with how their children are doing. For example, they talk daily with the setting supervisor and are able to refer to information on the company's website. Parents report that their children thoroughly enjoy attending the playscheme and that they, as parents, feel confident that their children are safe and well cared for.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY397750
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	859904
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Sport Support Services Ltd
<b>Date of previous inspection</b>	27/07/2010
<b>Telephone number</b>	07791 553343

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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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Piccadilly Gate  
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