

# Kidzsize Holiday Club @ Redbourn Upper School

Redborne Upper School, Flitwick Road, Ampthill, BEDFORD, MK45 2NU

<b>Inspection date</b>	06/08/2014
Previous inspection date	23/07/2009

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

- Practitioners adapt their teaching techniques well to suit the ethos of this playscheme. They ensure that children have fun during the holidays and are offered creative play opportunities that support their good progress in each area of learning.
- Practitioners are enthusiastic and energetic, creating a positive environment. This motivates children and they are confident and eager to play, learn and share their ideas. This supports them in developing a positive attitude to school and learning.
- The honest evaluation of their work enables managers and practitioners to understand how they can continue to improve the club. It also enables them to carefully consider and consistently promote children's safety and welfare.
- Practitioners work closely with parents in order to understand children's needs. This enables them to offer children well-tailored support in their play and activities.

### It is not yet outstanding because

- Practitioners do not always make the maximum use of updates from parents in order to fully enrich the planning of activities for children.
- At times, the organisation of the hall means that children are not always able to completely concentrate or to fully extend their play.

## 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 suitability and qualifications of practitioners working with children, the provider's self-evaluation information and improvement plan.
- The inspector took account of the views of parents and carers through talking with them and through the club's own parent feedback information.

## Inspector

Kelly Eyre

## Full report

### Information about the setting

Kidzsize Holiday Club at Redbourn Upper School was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from Redbourn Upper School in Ampthill, Bedfordshire. It is one of several settings operated by Sport Support Services Ltd. The club serves the local and neighbouring area and is accessible to all children. It operates from one main hall and children have access to outdoor play areas. There are currently seven staff working directly with the children, four of whom hold appropriate early years qualifications at level 3 or above. The club opens Monday to Friday during each school holiday, apart from Christmas holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 70 children on roll, of whom 12 children attending who are within the early years age group. The club 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 activity planning by making greater use of updates from parents about their children's learning and activities at home
- enhance the organisation of the hall to ensure that children can always concentrate on their activities and are able to easily access simple resources that complement and extend their play.

### Inspection judgements

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

Practitioners are conscious that they only work with children for a small proportion of the year and so work hard to find out about each child's interests and needs. Their genuine interest in the children and clear understanding of them enables practitioners to offer children pertinent support and appropriate activities. As a result, children are happy, secure and enthusiastic about their play. Practitioners are well supported by senior managers and have a good knowledge of the Early Years Foundation Stage. They use thorough procedures to work with parents to gather a wide range of initial information about the children at the start of each playscheme. This gives them a clear picture of children's current needs and enables them to plan relevant activities that support their good progress. Practitioners' practical ongoing communication with parents means that they have opportunities to share daily news about their children. Practitioners also support parents in extending their children's learning. For example, they offer information about the activities children have particularly enjoyed, enabling parents to talk with their children about these and to offer complementary activities. However, the activity planning

procedures do not always make full use of all ongoing updates from parents about how their child has been learning and developing at home. This means that practitioners do not include this extended range of information in their planning and so promote children's development to the maximum.

Children's good progress is supported because practitioners skilfully adapt their teaching techniques. They understand that children need time to play, relax and try new activities during the school holidays and so plan accordingly. They also ensure that, through the planned play opportunities, children's development is promoted in each area of learning. The company's Early Years Quality Manager makes sure that activity planning is flexible and relates to children's interests. This means that the activities are appealing to children and encourage them to participate. Practitioners evaluate each day's activities and use this information to inform the planning of further activities and thereby, promote each child's development. Practitioners maintain a flexible approach to each day's planning and routines, ensuring that they offer children balanced opportunities to initiate their own play and to participate in structured activities. This supports children in taking an active role in their learning and offers them the experience of working with others in a structured environment. As a result, they develop skills that support them in school and in their future learning. The thoughtful planning of activities means that children learn to work together, persevere at tasks and develop their thoughts and ideas. For example, during an animal safari activity, children work in teams to find hidden animal pictures outside. They eagerly search the area and are well supported by practitioners, who remind them which animals still need to be located. Children then go inside to draw their own illustrations of the animals, enthusiastically talking with practitioners about these. Practitioners further extend this activity by encouraging children to use positional language as they describe finding the animal pictures 'up in the tree', 'under the tree' and 'in the middle of the grass'.

Practitioners' thoughtful interactions support children in developing good language skills. For example, practitioners encourage children to talk about their drawings and children eagerly and confidently describe the details of these. Practitioners support children well in gaining a meaningful understanding of diversity. They use children's interest in sports to support this, offering them the chance to play different sports from around the world. For example, children enjoy playing Kabaddi, a traditional sport originating from India, and go on to discuss the country and its culture and traditions. Practitioners' good training enables them to use sports activities to promote children's physical development and also to develop their positive attitude to working together and to developing skills that they can transfer into other areas. For example, children enjoy playing parachute games where they stretch, run, crawl and balance. They listen carefully and follow instructions, work together as a team, take turns and celebrate each other's successes. They later use these skills and attributes when they independently form teams for a football activity they have initiated, teach each other how to play table tennis and sit together to discuss their drawings, happily taking turns in the conversation.

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

Practitioners work in partnership with families and use the key-person system well to support children's emotional well-being. They have a good understanding of children's

needs, which helps them to feel secure and confident. Children show their appreciation of practitioners as they naturally include them in their play. Children's views are actively sought and practitioners use creative methods to obtain these. For example, they talk with children and record their exact words. They also use simple feedback forms, where children use their own illustrations to record what they have enjoyed and what else they would like to do. Children's feedback is positive and includes colourful descriptions of the activities they have particularly liked. These sensitive procedures mean that even quieter children can participate and make their views known. As a result, children learn how to communicate appropriately and they feel positive about themselves. This has a positive impact on how they approach school and future learning. Practitioners work hard to set out the resources in the main hall. This is generally well set out, with clearly defined areas that ensure children play safely and are offered a range of play opportunities. However, at times, children are unable to fully concentrate on their play, for example, because of the background noise created by the pump for the bouncy castle. The resources are also generally well set out and are accessible. For example, children sitting at a table to draw help themselves to additional craft materials from the nearby trolley. However, on occasion, some play items do not have additional resources that children can easily access in order to fully extend all play opportunities to the maximum.

Thoughtful procedures help children settle when they first start attending the playscheme. For example, each child is assigned a buddy who helps them get to know other children and the daily routines. This scheme also helps children understand each other's needs and they show a sense of pride and enjoyment as they help their peers. Children play in mixed age groups, but also participate in activities organised for age-related groups. This provides them with well-balanced opportunities to learn from each other and develop their social skills. Clear explanations from practitioners encourage children to assess risks and learn how to keep themselves safe. For example, children understand why they need to allow sufficient space between each other when participating in physical play activities.

Practitioners support children well in developing a good understanding of how to manage their own behaviour. They offer children clear explanations so that they understand how their behaviour affects others. As a result, children show empathy and concern for others. For example, when searching for animal pictures outside, older children take time to include the younger children by explaining to them which locations they have already looked in and where they still need to look. Children are supported in developing their self-care skills. For example, they learn to take responsibility for their own belongings as they put their lunch boxes away in the designated area and learn to take off and put on their own shoes when using the bouncy castle. Children learn about the effects of exercise as they participate in a range of physical activities, recognising how they use different muscles and parts of their body for each. Their participation in specific activities helps children develop a good understanding of healthy eating. For example, they make fruit kebabs and discuss why fruit is important in their daily diet. Children are reminded to wash their hands before eating and practitioners talk with them about why this is important.

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

Thorough safeguarding arrangements mean that children's welfare is consistently promoted. Good training means that the designated lead person for safeguarding has a clear understanding of their role and responsibilities and all practitioners are well versed in what to do should they have concerns about children in their care. Stringent procedures ensure that all practitioners are suitable to work with children. Children's safety is promoted as thorough risk assessments are completed and practitioners carry out daily safety checks. Managers and practitioners are active in evaluating the playscheme. To this end, they frequently seek feedback from children, parents and other professionals. This enables them to build a clear picture of their key strengths and areas to improve. They then use this information to develop action plans for further improvements. For example, their plans include the updating of resources in order to offer children further play opportunities in all areas of learning.

Senior managers have high expectations of all practitioners. They offer good support in order to enable practitioners to develop their professional practice. The practical supervision and appraisal system means that training needs are identified and all practitioners are supported in attending training and gaining further childcare qualifications. This approach has a positive impact on children's daily experiences at the playscheme. For example, after attending safety training, practitioners carried out a further review of the building and introduced additional measures that further promote children's safety. Frequent team meetings enable practitioners to review their work to check that they are meeting the requirements of the Early Years Foundation Stage. Consequently, they ensure that they are consistently promoting children's welfare and development. The robust monitoring carried out by the company's Early Years Quality Manager enables her to identify any areas where children require further support. She then supports practitioners in planning appropriately to ensure that all children are included and their good progress is supported.

Although there are no children currently attending the playscheme who have special educational needs and/or disabilities, practitioners have a good understanding of the support available from other professionals. This enables them to seek further help for children and their families when needed. Information is shared well with other providers caring for the children. Practitioners have a good understanding of what children are doing in school and support and extend this by offering associated activities and play opportunities. Practitioners work well with parents, talking to them daily about what their children have been doing. Parents report that they appreciate the fact that the children can choose their activities and are always well supported by practitioners.

### **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>	EY359082
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	857573
<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>	40
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Sport Support Services Ltd
<b>Date of previous inspection</b>	23/07/2009
<b>Telephone number</b>	077823 75090

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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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