

Ladybird Holiday Club

Newcastle School For Boys, 30 West Avenue, Newcastle Upon Tyne, NE3 4ES

Inspection date

Previous inspection date

13/08/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

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

- Children are provided with a safe and secure environment because staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage.
- Staff are highly motivated and enthusiastic in their approach to caring for children. Therefore, relationships between the children and staff are positive, fostering a strong sense of belonging and ensuring that children are confident learners who enjoy their time at the provision.
- Partnerships with parents effectively support children and ensure good quality information is shared to promote their learning and development successfully.
- Members of staff use a calm, positive approach to managing children's behaviour, which takes into account children's understanding and maturity. Consequently, children behave well and they display kindness and concern for others.

It is not yet outstanding because

- Structured snack time occasionally interrupts children's free play and independent choice.
- Books are not always attractively presented to promote children's interest and support their learning.

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 playroom and the outside learning environment, and spoke to staff members and children.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector carried out an interview with the manager, looked at and discussed a range of policies and procedures, and checked evidence of suitability and qualification of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Anthea Errington

Full report

Information about the setting

Ladybird Holiday Club was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four settings run by Ladybird Children's Nursery Limited and is located within Newcastle School For Boys in Newcastle Upon Tyne. There is one childcare room available and children also have use of their own outdoor play area. Sessions are during school holidays only from 8am until 6pm. There are five members of staff currently employed to work with the children. Of these, the manager holds a level 5 childcare qualification and all other staff have an appropriate childcare qualification at a level 3 or above. There are currently 40 children on roll, 14 of whom are in the early years age group.

What the setting needs to do to improve further

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

- promote children's enjoyment and independence further, for example, by providing them with the choice of when to have their snack, so as not to interrupt their free play
- enhance the organisation of books, so they are attractively presented and inviting to children to promote their interest and support their early literacy skills.

Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage and how children learn. Staff focus strongly on supporting children's personal, social and emotional development and have a good understanding of how children learn and develop through play. They ensure that the range of activities provided link closely to children's interests, so their play is enjoyable and focused. Staff gain information from children and parents through discussion and initial assessments, to help them support and meet each child's specific needs and interests. They observe the children as they play and record their findings. For example, when children show an interest in superheroes, staff link a range of activities, such as craft and dressing-up resources, to expand their imagination and ensure that all children are able to participate. In addition, they facilitate group activities and games, providing good opportunities for children to interact and develop their social skills. Children who speak English as an additional language are fully supported by staff who sensitively communicate with them. This all effectively complements the learning that takes place when children attend school. The holiday club provides a warm and welcoming environment where children can relax, play and have fun with their friends.

Children arrive happily at the club and display confidence as they play and chat with their friends, accessing a range of well-maintained, age-appropriate equipment. Young children make good progress and are well supported in their counting skills as staff skilfully use snack time to encourage them to count how many grapes they have on their plates. They learn about shape and size as they construct using the shaped bricks outdoors. Here, in addition to climbing on the outdoor apparatus, they learn control of their bodies as they climb and balance, while also gaining physical exercise. Staff members support children's learning well as they constantly interact in their play, asking them purposeful questions to extend their thinking further. For example, during a craft activity, which has developed from children's interests in pirates, they ask how they think the mask strings could be made bigger. Young children and those with developing English language respond enthusiastically, holding their hands wide to demonstrate how long the string should be. This provides children with continued opportunities to make good progress with their communication and language skills.

A range of books, which children can help themselves to and sit and read, are available to support their interest in reading. However, these are not always displayed in an attractive way, so as to fully ignite children's interest. Children clearly love imaginative play and enjoy dressing up in the various costumes. They proudly discuss the superhero pictures they have drawn, which are displayed within the club. This provides them with a sense of ownership and raises their self-esteem, developing their emotional well-being. Staff are highly enthusiastic and give children natural hugs as they celebrate their success, so that children are very proud of their achievements. Children love to access the well-resourced outdoor environment. They display a keen interest in nature and describe 'the daddy long legs' on the wall. They state he has very long legs and is the same colour as the wall to help him hide. This demonstrates children's natural curiosity and continues to support their understanding of the world and living things. Children are highly motivated to engage in play and learning opportunities throughout the session, which supports them well in developing the key skills they need for the next steps in their learning as they move through school.

Staff talk to the parents on a regular basis about their child's development by sharing observations they have made during the sessions. This means that parents are well informed about their child's progress. Written information is shared on a notice board in the club, along with the club's informative policies and procedures. Parents comment positively that staff members are 'both welcoming and supportive' and that they 'value the service the club provides'.

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

Children are provided with a safe and secure environment and are very settled and happy within the holiday club. Prior to them starting, key information is gathered from parents, which allows staff members to gain a clear knowledge of each child's individual interests, likes and dislikes. This contributes to them knowing the children well. Consequently, children's individual needs are met and they make a smooth transition between home and the club. The staff team provide a warm and welcoming environment for children and an effective key-person system is in place for those children in the early years age group.

Children freely approach adults if they need help or want them to join in with an activity. Staff respond to them with care and affection. This demonstrates that children are forming good attachments and enjoy relationships that are close and supportive. Older children within the club show care and consideration for younger members of the group, kindly describing how to use the various resources. For example, they demonstrate how to use the outdoor telephone tube and allow younger members to try for themselves. In addition, the positive use of praise and encouragement by staff supports children's emotional development well and promotes their sense of value, boosting their self-esteem.

The holiday club play areas are set out on a daily basis and all resources and activities are readily available to the children attending. Children select from the good range of age-appropriate toys and resources, and labels and pictures are displayed on storage units to aid them in their choices. As a result, children are happily engaged throughout the session. Children enjoy healthy and nutritious snacks and have access to fresh drinking water throughout the session. However, occasionally, young children's play is interrupted by the structured organisation of snack time, which means they are unable to continue with their choice of free play and express their independence fully. Packed lunches are appropriately stored, which children eagerly access and enjoy at lunchtime. Members of staff use a calm, positive approach to managing children's behaviour, which takes into account children's understanding and maturity. Consequently, children's behaviour is good and they display kindness and concern for the other children attending the club.

Free-flow play between indoors and outdoors is available. Children enjoy daily opportunities for physical exercise and fresh air as they play outdoors in the enclosed outdoor area. Staff ensure all areas are fully supervised to ensure children's safety and well-being. Children are becoming aware and responsible for their own safety, and timely gentle reminders from staff support their understanding further. For example, they remind them to sit sensibly as they enjoy their snacks, and remind them to hold tight as they manoeuvre around the rope climbing apparatus. In addition, children explain how the small rubber bands they use to create jewellery with must only be used for craft activities. Ongoing risk assessments ensure accidents are minimised to further promote children's safety.

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

The manager and staff demonstrate a good understanding of how to effectively safeguard the children in their care, as they have a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. This is further supported by an effective range of policies and procedures, which are implemented successfully within the club. Staff members have attended relevant safeguarding training and are fully aware of their responsibilities to protect the children. They know who to report any concerns to and contact numbers are in place for support and guidance. The effective recruitment procedures help to ensure that staff are suitable and confident in their role of working with young children. Staff are vetted through the Disclosure and Barring Service, further helping to keep children safe. The ongoing suitability of staff is monitored through the manager carrying out appraisals every six months. This gives the staff and manager a

good opportunity to discuss any concerns about performance and any training and development needs. In addition, staff performance is monitored on a daily basis as the manager of the club works alongside them. Staff members feel well supported and value the support and training they receive. Routine safety checks contribute significantly to children's safety and well-being. For example, staff complete daily checks to ensure the premises are safe, secure and free from hazards, and staff are vigilant about children's safety and supervise them well as they move between the indoors and outdoors.

Staff are well qualified, experienced and highly motivated. They demonstrate an enthusiasm for their work and a commitment to improving achievement for all children, while having fun. Effective monitoring of the educational programmes ensures that a varied range of experiences are planned and provided to support young children's learning across all areas. Self-evaluation is thorough and takes into account the views of staff, children and parents. Views of staff are collected through ongoing discussions at appraisals and team meetings, in addition to completing management feedback forms. Parents' contributions are collected through discussion with them and through the use of the parental questionnaires. Children are able to contribute on a daily basis. Staff encourage them to express their wishes by facilitating games to encourage them to contribute their thoughts and ideas. For example, during circle time, they pass a ball to one another and have the opportunity to state what they enjoy and what they would like to do. This all provides evidence of a commitment to improve the provision to enhance the overall service for children.

Positive working relationships have been developed between the parents and the club. This means that their children are fully supported while at the club. Parents spoken to at the inspection were enthusiastic and positive with regard to the care their children receive. They state that the members of staff are enthusiastic and caring and are an asset to the club. Daily exchanges of information ensure that parents are regularly updated about their child's welfare, and staff share observations that they have made about children's progress with them. Relationships with the schools and nurseries children attend continue to be developed to promote continuity in their care and learning.

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

Unique reference number	EY476194
Local authority	Newcastle
Inspection number	955550
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	40
Name of provider	Ladybird's Childrens Nursery Limited
Date of previous inspection	not applicable
Telephone number	01912260999

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

