

Oxford High Holiday Club

OXFORD HIGH SCHOOL FOR GIRLS, Belbroughton Road, Oxford, OX2 6XA

Inspection date

22/08/2014

Previous inspection date

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

- The management team implements effective procedures to safeguard children's welfare and to evaluate the effectiveness of the provision. They demonstrate a good capacity to maintain continuous improvement.
- Staff are good role models and they use lots of praise and encouragement to foster children's self-esteem. Children understand the behavioural expectations and are very well behaved.
- The staff know the children well and ensure that all children are included. They implement good strategies to support children who are learning English as an additional language and also to safeguard the welfare of children with specific medical needs.

It is not yet outstanding because

- There are not enough resources to promote children's further skills in the use of information and communication technology.
- The structure of the day does not suit all children and planned large group activities do not take full account of the individual needs of children who prefer to freely choose their activities.

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 was given a tour of the building.
- The inspector observed children's activities indoors and outdoors.
- The inspector carried out a joint observation with the club's director.
- The inspector held discussions with managers, staff, parents and children, at appropriate times.
- The inspector sampled documents, including safeguarding records, children's learning records, policies and parent feedback.

Inspector

Tracey Hicks

Full report

Information about the setting

Oxford High Holiday Club registered in 2014 and is one of a number of clubs managed by Oxford Active Limited. This club operates from the Oxford Girls High School in the Summertown area of Oxford city. Children attend from a wide geographical area. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club has access to several areas of the school complex, including classrooms, a sports hall, canteen, drama studio, school hall and swimming pool. Activities are also provided on the outdoor sports areas, tennis courts and playing fields. The club operates on weekdays during most school holidays from 8.15am to 6pm. Children between the ages of three years and 14 years may attend. There are currently 200 children on roll, 70 of whom are in the early years age range. There are 18 staff overall and the number employed each day varies according to the number of children. An appropriate number of staff have suitable childcare qualifications and first aid training.

What the setting needs to do to improve further

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

- review the structure of the day to give children more time and freedom to become deeply involved in activities of their choice

- enhance children's learning in the use of information and communication technology, for example by extending the range of resources.

Inspection judgements

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

Children quickly settle into activities when they arrive at the club. There is a busy but calm atmosphere and children engage well in discussions with each other and with staff. Children have the opportunity to take part in carefully selected activities which are set up with the children's development in mind. For example, children can choose to play independently with small world toys, construction, role play, soft play, arts and crafts or they can look at books. The children enjoy making bracelets with small rubber bands and play board games. During these activities staff get down to children's eye level and talk to them in a caring manner, fostering their self-esteem. The key-person system works well overall. Staff spend time with their key children and gather information about them through observations and record books which are shared with their parents. Parents have the opportunity to add to the record books ensuring good two-way communication which helps staff to focus on meeting children's specific needs.

The club supports a high number of children from different cultures, who are learning English as an additional language. Staff use actions, visual prompts and learn key words in children's home languages to aid children's communication. In this way staff ensure that all children are included in all activities. Staff plan educational programmes to help children to learn about the world around them. These include activities such as cooking, art, role play and looking at books. Parents are offered support to learn English and this helps children in their language development.

Children take part in a series of structured activities throughout the day, including parachute games and large group games both inside and out. Such games provide good opportunities for children to learn to take turns and cooperate with others, and also to be physically active. However, the structured routine sometimes interrupts children's freely chosen play and not all children are keen to participate in the group games. For example, during a parachute game children initially had fun pretending to be tigers and roaring as they ran under the parachute but then some children lost interest. Staff did not notice because they were engrossed in the activity.

Overall, children acquire further skills that build on what they learn in school and other settings. Children are well supported in their physical, personal, social, and emotional development, communication and language.

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

The play room is an inviting place for children to play. Children's work is displayed on walls and a good selection of resources is available. There is a soft play area, arts and crafts, book area, small world toys, role-play area and construction resources. There are not many resources available for children to develop their awareness and use of information and communication technology. Children confidently make choices about the toys they use. Staff encourage children to take care of the equipment and tidy it away at set times during the day.

Key persons develop good relationships with the children, which enable them to form secure attachments. This promotes their well-being and independence. Parents are happy that generally the same staff are present from one holiday to the next. This fosters good communication and information sharing between the staff and parents. Staff learn about children's individual needs and interests and use this information to help children to settle. Some children like the reassurance that their older siblings provide. Children are able to join the older group if they prefer. Here the enthusiastic staff make sure that the younger children remain safe and well looked after.

Staff are good role models for good manners and behaviour. Children know the behaviour that is expected of them because staff give clear explanations. Staff continuously praise children for good behaviour, consequently behaviour is very good.

Staff help children to understand the importance of a healthy lifestyle. Children enjoy fresh air outside throughout the day and access a wide range of activities which promote

physical exercise. Children take part in cooking activities that introduce them to a variety of cultural recipes and healthy eating. For example, children made savoury pancakes and fruit salad. Children are encouraged to wash their hands before snack times and lunchtimes. They bring their snacks and lunches from home and parents are encouraged to promote healthy eating. Children are able to sleep, or relax in the soft play area. When staff see that children are getting tired they show them where they can rest. Parents are encouraged to supply sun cream and children learn that it is important to apply this when they go outside on a sunny day.

Children learn to keep themselves safe. They learn about appropriate boundaries when playing outside. They learn how to line up and walk safely when moving between rooms. Children have use of the school gym, swimming pool, tennis courts and playgrounds to engage in physical play. The children enjoy various outings throughout the holiday periods.

A high number of trained first-aid staff are available and they are confident in following first-aid procedures and dealing with minor accidents. Staff are aware of children with specific medical needs and they adapt the environment to ensure care practices and the provision promote children's well-being. For example, staff take extra care during snack time to protect children with nut allergies. Medication is carried by staff accompanying the children. It is securely held in clearly labelled bags with children's photographs to safeguard children's well-being.

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

Staff have a good understanding of the Early Years Foundation Stage. They provide a wide range of activities to keep children interested. Children's safety is important to staff. They have a good understanding of the club's safeguarding policy and know what to do if they are concerned about a child. All staff have a good understanding of the club's whistle-blowing policy. The club has a rigorous system for recruiting staff which helps to keep children safe. The suitability of all staff has been checked through the Disclosure and Barring Service, as required. There is at least one member of staff in each room who holds a current first-aid certificate. This helps to ensure that staff are able to respond appropriately in an emergency. All staff complete a full induction training process prior to working with the children. All new staff are closely supervised by the senior management team. This includes regular observations to ensure that they are familiar with the procedures and the standard of care that is required. The senior management team complete daily risk assessments, as well as visual checks to ensure potential hazards are minimised. Staff use a password collection system to ensure children are kept safe when leaving the premises.

In-house training is ongoing. This promotes staff's personal development and ensures staff are aware of the management's high expectations. The staff are committed to making continuous improvements to the service they offer children and families. They regularly consult with children to ensure that the activities reflect their needs and interests.

. The staff team evaluates the quality of the activities that they provide daily, and successfully identify areas to improve.

Relationships with parents are positive. Parents are kept well informed about their children's time at the club through a display board, daily conversations, online information and the sharing of children's individual records. Parents report that their children are happy to attend and engage in a wide range of activities, which includes swimming. Children say they enjoy the club and that it is fun.

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	EY475769
Local authority	Oxfordshire
Inspection number	960793
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	100
Number of children on roll	200
Name of provider	Oxford Active Limited
Date of previous inspection	not applicable
Telephone number	01865559888

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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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