

# Energy Kidz Holiday Club at Piggott School

The Piggott C of E School, Twyford Road, Wargrave, Reading, RG10 8DS

<b>Inspection date</b>	05/08/2014
Previous inspection date	28/10/2013

<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		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

- Staff provide a good range of activities. Children enjoy a variety of physical team activities and learn to take turns, cooperate and work together as a team.
- Leadership and management monitor the quality of the provision and have made progress in improving outcomes for children since the last inspection.
- Staff are consistent role models helping children to observe the club's rules and boundaries to keep themselves safe and to behave well.
- Team leaders help children to settle, ensuring they are happy. Children are confident and make independent choices from the activities on offer.

### It is not yet good because

- The provider uses existing Disclosure and Barring Service checks for some staff. They do not take prompt action to complete a new check to ensure staff's suitability.
- Most creative activities are adult-led; this means children do not always have good opportunities to express themselves freely by exploring a variety of materials.

## 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 area, the outside area and gym.
- The inspector conducted a joint observation with the manager of the holiday club.
- The inspector took account of the views of parents spoken to on the day and parent questionnaires.
- The inspector held a meeting with the area operational manager and manager.
- The inspector looked at the planning for activities and documentation.

## Inspector

Ruth George

## Full report

### Information about the setting

Energy Kidz Holiday Club registered in 2012. It is one of a number of holiday and after school clubs run by Energy Kidz Ltd. The club operates from The Piggott School in Wargrave, Berkshire. The club uses various areas of the school, including the sixth form centre, sports hall, gym and school grounds. The club is open from 8am to 6pm each day during the school holidays.

Energy Kidz Holiday Club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children can attend from the age of four- to 12-years-old. There are currently 210 children on roll and of these 32 are in the early years age range. The holiday club employs nine staff; the manager and two staff hold appropriate early years qualifications at levels 2 and 3. One member staff holds a BSc(Hons) Physical Education and Youth Sports Coaching.

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

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

- ensure that people looking after children are suitable to do so; when the provider chooses to use an existing Disclosure and Barring Service (DBS) check for staff to start work, the provider must take immediate action to apply for a new enhanced DBS check

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

- provide a variety of materials and tools for children to access independently and use to express themselves freely to explore and experiment with colour, design and texture.

### Inspection judgements

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

The staff provide a good range of activities during the school holidays to complement the children's learning received in nursery or school. The staff encourage children to try out new activities and to participate as part of a team. The staff organise the environment well, which enables children to have independent access to, and to choose from, a variety of resources and games. For example, they can independently access resources from clearly-labelled boxes that staff position around the room creating areas for children to play in.

Teaching is good and helps children to explore new challenges. Staff encourage children to listen and follow instructions. They help them to succeed in set tasks, to talk about their failures, how to try again and successfully achieve what they set out to do. Children took part in an age-appropriate crossbow activity. Staff gave detailed instructions and demonstrated how to hold the crossbow, load the dart, take aim and strike the target. The staff described the danger of pulling the trigger before the children had aimed at the target and explained it could hit someone by mistake. This helped the children learn about how to keep themselves and others safe. The children's confidence and competence increased with the more shots they took. They handled the crossbow and dart safely and with increasing control, developing good hand-to-eye coordination skills.

Older children are confident communicators and play alongside each other, organising themselves as they play. They clarify their thinking through discussions and by suggesting ideas. During a den-making activity, children's play evolved as they adapted the den from a castle with knights in armour, to a dungeon with baddies, and a shop. Team leaders interact well with all the children. They support the younger children alongside their play helping them to make connections between what they already know, and they introduce new vocabulary. Children are confident to speak in a familiar group and enjoy singing a repertoire of songs. The staff plan a range of creative activities, which are mainly adult-led. This means children do not always have good opportunities to express themselves freely, by exploring a variety of materials and experimenting with different techniques and design.

When parents first enrol their children at the holiday club they share what their children like to do at home and their current interests. Staff work closely with the parents and share information about the day's activities. At the end of the session team leaders share children's achievements. Staff reflect on the children's interests and use this information to complement the planned activities to enhance individual children's learning.

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

The team leaders welcome children on arrival and help them to choose a coloured band, which determines the team they will join for the day. The team banding works well and ensures the early years children have a familiar key person. The use of a key-person system helps children to form secure relationships, promotes their well-being and provides consistency of care. Team leaders help children to settle by ensuring they know where to put their bags and finding them a friend to play with. Children feel safe and secure within the environment, they are confident to explore and settle at activities quickly on arrival. They independently choose from the available play activities and join in with their friends. They engage in self-initiated play and staff skilfully observe children and make suggestions to help them extend their play.

The staff carry out a range of procedures to keep children safe. For example, staff complete daily risk assessments and they take all necessary measures to minimise any identified risks. There are systems in place to ensure children cannot leave the premises

alone or with unknown people. Although the provider has systems in place to check the suitability of staff, these are not fully effective in helping them to safeguard children. The provider uses existing Disclosure and Barring Service checks for some staff and does not take prompt action to complete a new check to ensure staff are suitable to work with children. The staff fully understand the safeguarding policy and procedures. They can clearly describe worrying changes in children's behaviour that may cause concern, and know how to report these concerns. Staff that hold paediatric first aid qualifications manage situations as they occur safely and treat any injuries to children effectively. Staff are consistent role models; this helps children to learn the club rules and boundaries and teaches them how to keep themselves safe. For example, staff reminded children of the importance of wearing their shoes, explaining, 'You must put on your shoes in case we have to leave in an emergency.' The staff remind children of the club's behaviour rules, which helps them to learn and understand how to behave. They learn to cooperate with boundaries, to take turns and share resources. This means the children get along together and form good relationships with their friends. Children behave well; they resolve small arguments themselves through discussion and by putting forward their ideas.

Parents provide a packed lunch for their children. Staff sit with the children during snack and meal times so it becomes a sociable experience for everyone. Staff help children to be independent as they serve their own food and pour their own drinks. Children are competent at serving and feeding themselves relative to their ages. Staff remind children to take regular drinks throughout the day, 'To quench their thirst because it is hot' and talk to the children about healthy options in their lunch boxes. This supports children to develop an understanding of the importance of a healthy diet. Children inform staff when they need to use the toilet in line with the club rules. Children competently manage their personal hygiene as they independently wash their hands after activities and before they eat.

The staff teach children to practise their physical coordination and to use a wide range of equipment to climb, balance and develop their muscles during their regular visits to the playing field, gym and sports hall. The staff organise a good range of team games. During an adult-led activity on the playing field, children took part and enjoyed a game of 'Capture the flag'. This fast-moving game helped children to successfully negotiate space, adjust their speed and change direction to avoid capture by the other teams' players. The team leaders skilfully intervened to slow down the older children to allow the younger children time to achieve and capture the flag to gain points for their team. Children have a positive attitude to being outdoors, which promotes their understanding of healthy living.

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

The leadership and management monitor the effectiveness of the holiday club to ensure children enjoy a good range of activities to complement their learning at school. The staff plan a good range of activities to promote children's personal, social and emotional development, communication and language and physical development. The area managers evaluate the holiday club using an internal assessment tool and the manager

uses the assessment feedback to guide and improve practice. At the end of each session, the manager holds a reflective session with the staff. They reflect on the children's interests and include these in the plans for the next day. Leadership and management have taken action since the last inspection to improve their practice. For example, they have introduced team leaders with responsibility for a group of children; this helps children to feel safe and secure. Systems are in place to undertake risk assessments and area managers review these termly before each holiday club to ensure safe practices.

Staff recruitment and selection systems are not fully effective. The management do not take prompt action to apply for Disclosure and Barring Service (DBS) checks for those staff that they employ who have had a DBS check completed by other organisations. This means that there are not fully robust procedures in place to ensure staff are suitable to work with children. Management deployed staff effectively to maintain the children's safety throughout the inspection and to ensure individual staff did not have unsupervised access to children so each child remained safe.

The management help new staff to understand their roles and responsibilities using a thorough induction. Staff attend induction training at head office where they learn about their responsibilities for health and safety, understanding children's needs and safeguarding. The training manager oversees the 26-week induction programme to ensure the manager carries inductions out effectively and to support staff with additional training where required. Management support the professional development of all staff. Appraisals take place annually in order to identify the staff's strengths and where any additional support may be required. This helps the management to identify training to extend staff's professional development. Training supports staff to make improvements to their practice. This helps staff to feel confident to carry out their role and to provide children with a good range of activities.

The leadership and management understand their responsibilities to train all staff in the safeguarding policy and procedures. Staff complete risk assessments and daily checks, as well as ongoing visual checks. Therefore, they are vigilant around the children and promote their safety. Staff have attended in-house safeguarding training and can confidently explain their responsibilities to keep children safe from harm.

Parents say they are pleased with the holiday club and are very happy with the variety of activities that their children participate in. At the end of the last holiday club, parents completed a questionnaire; their comments included, 'My son loves the range of activities and I feel very confident with the staff there' and 'My daughter goes in happy and comes out even happier after a session at Energy Kidz.' The staff display useful information for parents including the week's activities; these are clearly visible on entry to the holiday club. Staff work with parents and other professionals to secure additional support for children to secure appropriate help for children if required.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with**

The requirements for the voluntary part of the Childcare Register are

**actions)**

**Not Met  
(with  
actions)**

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

- ensure that people looking after children are suitable to do so; when the provider chooses to use an existing Disclosure and Barring Service (DBS) check for staff to start work, the provider must take immediate action to apply for a new enhanced DBS check (compulsory part of the Childcare Register)
- ensure that people looking after children are suitable to do so; when the provider chooses to use an existing Disclosure and Barring Service (DBS) check for staff to start work, the provider must take immediate action to apply for a new enhanced DBS check (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. 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>	EY443782
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	963476
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	210
<b>Name of provider</b>	Energy Kidz Ltd
<b>Date of previous inspection</b>	28/10/2013
<b>Telephone number</b>	08455194470

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

