

Smartcare Holiday Club

Waverton Village Hall, Common Lane, Waverton, Chester, CH3 7QT

Inspection date

27/10/2014

Previous inspection date

11/08/2009

The quality and standards of the early years provision

This inspection:

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

- Children are happy and confident within this welcoming environment. They form strong attachments with staff, which supports their emotional needs and overall well-being. Their behaviour is excellent, with older children demonstrating respect and tolerance of younger children as they play harmoniously together.
- Leadership is strong because those in charge have a good understanding of the Early Years Foundation Stage. They monitor how well staff support and teach children to make sure all children are doing as well as they possibly can.
- The safeguarding of children is good because staff know the procedures to follow, and a policy is in place, which underpins practice and is reviewed and updated regularly. Safety is maintained because the premises are secure and staff are vigilant regarding access to the setting.
- The quality of teaching is good because staff provide a wide range of stimulating and challenging activities and effectively support children to make good progress in all areas of their learning and development.

It is not yet outstanding because

- Occasionally, staff do not always give children enough time to finish activities at their own pace, so that they extend their own learning to their own satisfaction.

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 talked to children and staff and held discussions with the manager and registered person during the inspection.
- The inspector undertook a joint observation with the manager of the holiday club.
The inspector reviewed the planning documentation, evidence of staff suitability, safeguarding policies and procedures and a range of other supporting documentation.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Ron Goldsmith

Full report

Information about the setting

Smartcare Holiday Club is situated in Waverton Community Centre in Waverton, near Chester. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Facilities in the community centre include a large sports hall, side rooms, kitchen, and grassed and hard-surfaced playgrounds. It was registered in 2007 and is privately owned and managed by Smarties and Smart Care Limited. Sessions are held each weekday, from 8am to 6pm, during school holidays only. Children share access to outdoor play areas. There are currently 70 children on roll, of whom, four children are in the early years age group. The club employs four members of childcare staff. All staff hold appropriate early years qualifications, one at level 3, one who is a qualified teacher and two who are Early Years teachers.

What the setting needs to do to improve further

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

- enhance opportunities for children to extend their own learning, for example, by giving children more time to complete activities at the own pace.

Inspection judgements

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

Children demonstrate high levels of independence, curiosity, imagination and concentration. The educational programmes reflect varied and imaginative experiences that meet the needs of all children well. Staff have a good understanding of the Early Years Foundation Stage, which helps them to plan effectively around children's individual interests and abilities. Consequently, teaching is effective in challenging children so that they make good progress towards the early learning goals. For example, equipment and support is made available to children who enjoy building with blocks or who are developing an interest in numbers. Each child's progress is observed and assessed by staff who understand how to identify any gaps or delay in their development. Staff work very closely with parents to enhance and support children's learning.

Staff fully understand the characteristics of effective learning and create a stimulating environment for children, providing exciting materials for them to play with. Children respond very positively to suggestions by staff to carry out experiments and discover the answers to problems they encounter. In this way, children learn to investigate and find out things for themselves. Staff plan first-hand experiences and challenges that enhance children's learning and development. For example, children explore what lumps of ice feel like, in a planned activity. They delight in adding paint to the ice and begin to create a scene with the colours and shapes. Lots of open questions from staff and skilful reinforcement of vocabulary encourages children to talk about what they are doing and

explore their ideas. Consequently, their communication and language skills are developing well. However, on occasions, staff do not always give children enough time to finish activities at their own pace, so that they are completed to their own satisfaction. Children engage in stimulating creative activities, using a range of tactile materials. They use fabrics, paper, glue, scissors and beads to create their own designs. They make choices about the activities that interest them most. Children explore the outdoor area with enthusiasm, extending their play and learning and developing their physical skills. Staff discretely identify when to allow children to play and explore without direct adult involvement. As a result, children develop strong exploratory impulses and they are highly engaged in their play and become independent learners.

Staff recognise and value the role of parents, which results in a very positive partnership with them. They work closely together to exchange information about their children. For example, all parents receive daily verbal feedback and newsletters. Parents are encouraged to discuss children's progress with a consistent key person and to inform the club of any concerns they may have. This supports children's ability to quickly settle into the club from home. Conversations with parents confirm they are very happy with the level of communication and they feel involved in their children's learning. They state they receive feedback about what their children have done during the day and confirm children enjoy attending. Overall, children are gaining the key skills needed to support their future learning.

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

This warm, welcoming holiday club enables children to feel safe and emotionally secure. As a result, children relax and settle quickly. The sensitive, caring interaction between staff and children helps children to feel valued and form positive and trusting relationships. This promotes secure emotional attachments. In addition, the key-person system ensures that younger children's care needs are well met. There are good opportunities to exchange information about children's care and well-being with parents at the beginning and end of each session. This facilitates a smooth move between home and the club. Settling-in procedures are good. New children and their parents are given opportunities to visit the club before it commences, to help build familiarity and confidence. Detailed information is obtained from parents to ensure that each child's individual care needs are effectively met. The rooms are well organised to meet children's needs and resources are easily accessible. This means that children's independence is promoted well, as they have good opportunities to make active choices and decisions about what they would like to do. This allows children freedom to develop their natural aptitudes and interests and so supports them in gaining the skills they will need when they move to school.

Children's behaviour is excellent. They make effective friendships and play cooperatively together. Staff are positive role models. They interact well with children, joining in with their play and helping them to develop their social skills. Priority is given to fostering children's personal, social and emotional well-being. Staff are vigilant and quickly notice when children are occasionally not involved in activities and need additional support or

encouragement to join in. Staff listen carefully to what children say and give them time to express their thoughts. As a result, children are self-assured and confident when sharing their feelings. Children's achievements and efforts are quickly recognised and meaningful praise is given. Consequently, children's self-esteem and confidence is effectively promoted. Children's well-being and safety is given good priority in a secure environment. Children have good opportunities to play actively outdoors and have access to a wide range of larger and more challenging equipment. This contributes to children's all-round good health and helps them to develop a positive approach to keeping themselves fit and healthy. Staff teach children how to manage risks and keep themselves safe through their activities. For example, they support and encourage children to develop their balance and coordination skills, as they make their way across the outdoor spaces and equipment.

Staff are deployed effectively to ensure that children are well supervised at all times. Daily safety checks, inside and outside, minimise hazards in order to reduce the risk of accidents to children. Written fire procedures are in place and children learn how to evacuate the premises safely and quickly, to prepare them in the event of an emergency. Children attending the holiday club are provided with healthy snacks and regular drinks to keep them hydrated. They bring a packed lunch from home, which they sit down to eat together. Staff use this as a further learning opportunity, to share stories about home and to talk about food that is healthy. Good hygiene procedures are maintained and children follow well-implemented routines, with regard to their personal care. They understand the need for regular hand washing before eating and after engaging in messy activities.

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

Leadership and management is good because the requirements for the Early Years Foundation Stage and accountability arrangements are fully understood. Children are safeguarded well. Staff have a clear understanding of child protection and the procedures to follow if they have concerns about a child in their care. They understand what to do if an allegation is made against a colleague. There is a clear policy in place about the use of mobile phones and cameras. A whistleblowing procedure informs staff of the procedure to follow, should they have concerns about practice in the club. Consequently, effective policies and procedures are in place to protect children.

The club carries out risk assessments on a regular basis. A member of the team checks all areas, including the outdoor area, before children arrive. Additional risk assessments are in place for trips to places of interest away from the club. Staff supervise children well and recognise when they need additional support or reassurance. Recruitment procedures are robust. All staff are thoroughly checked before being employed. A commitment to ongoing training ensures staff can continue to meet statutory obligations and develop skills, which support the work of the club. For example, all staff have recently refreshed their safeguarding training.

Supervision and appraisals are effectively used to assess staff skills and to identify any areas for improvement. The team work very well together and have a good understanding

of the learning and development requirements, regularly sharing information to help them support children's developing needs. Staff provide the children with interesting and stimulating play and learning opportunities. The manager works alongside her team on a daily basis, with all staff contributing to the weekly planning. Therefore, she has first-hand knowledge of what the staff and children do. Staff have strong relationships with parents and they share information with them on a daily basis to ensure continuity of care. The club has a good understanding of the importance of partnerships with other professionals and staff work closely with them, when appropriate, in order to help children who need additional support. The skills children learn help to prepare them to be ready for school and lay firm foundations for the future.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY366115
Local authority	Cheshire West and Chester
Inspection number	873672
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	70
Name of provider	Smarties and Smart Care Limited
Date of previous inspection	11/08/2009
Telephone number	01829 741 608

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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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