

# Scarecrows Holiday Club

Cullingworth Methodist Church, Dellside Fold, Cullingworth, Bradford, West Yorkshire, BD13 5AB

## Inspection date

28/10/2014

Previous inspection date

16/02/2010

## 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 confident and show independence in their play, as the manager gives children opportunities to become involved in planning activities.
- Staff take children on regular outings to local parks and woods, giving children opportunities to learn about the natural environment.
- Children feel happy and secure at the holiday club, as staff successfully meet children's individual needs.
- Parents are well informed about all planned activities because staff work in partnership with them and promote a good two-way flow of communication.
- Opportunities for children's learning complement the learning taking place in school, which means children continue to make good progress in their learning and development.

### It is not yet outstanding because

- Children are not always well supported to learn about other cultures, in order to extend their understanding of diversity and difference.

## 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 children playing outdoors.
- The inspector jointly observed a planned activity with the manager.  
The inspector looked at a sample of documentation, including children's development records, qualifications, risk assessments and the club's development plan.
- The inspector checked documents relating to staff suitability to work with children.
- The inspector talked with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents.

## Inspector

Helen Parker

## Full report

### Information about the setting

Scarecrows Holiday Club is a privately owned out of school provision that was registered in 2008, although it moved to the current premises in 2009. It operates from Cullingworth Methodist Church, in the local village of Cullingworth, in the Bradford district of West Yorkshire. The setting is open from 8.30am to 5.30pm, Monday to Friday, during all school holidays, excluding Christmas. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 81 children on roll, 18 of whom are in the early years age group. The setting supports children with special educational needs and/or disabilities. Children attend a variety of sessions and come from the local and wider community. The registered individual manages the setting and there are an additional eight part-time staff members who hold relevant childcare qualifications. Both managers have a relevant foundation degree.

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

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

- develop opportunities for children to learn about difference and diversity, to extend their understanding about other cultures and diversity.

## Inspection judgements

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

The holiday club has a wide range of resources and activities suitable for children of all ages and stages of development. For example, books, board games, role play, art and crafts, construction and car and train layouts. Activities are planned to complement the learning children undertake at school. On occasions, activities from school are continued in the holiday club. For example, children studying dinosaurs at school talk about them at the holiday club, and staff provide activities on the same theme. Consequently, children build on what they already know and can do. They are clearly happy and interested in all the activities provided. Children are encouraged to play and explore the resources independently. Staff intervene skilfully to support children's learning whilst they are playing. For example, children play a board game with staff, which involves moving counters and pretend money to buy items. Staff encourage them to count how much money they have and if they can't afford to buy something, to calculate how much more money they will need. As a result, children gain skills in mathematics and an understanding of money. Staff talk with children at all times and encourage them to discuss what they have been doing at school or at home. Consequently, their ability to engage in conversation is extended. Children enjoy arts and crafts activities, which help them to express their creativity. They create designs with coloured pens, and weaving wool through different numbered holes to create a web. As a result, children also learn to identify colours and develop skills in manipulation to support early writing. In addition,

they learn to identify numbers and mathematical language, such as, next to, across from, less than and more than. Children are given time to develop their own ideas, with staff giving appropriate support. This leads to children developing independence, confidence and decision making skills. For example, they decide for themselves what to draw, what colours to use and which materials to select to weave their web.

The holiday club operates a key-person system, which results in staff getting to know each child individually. Staff make observations on children's learning and these are recorded in individual learning journals. Observations are detailed and show children's progress over time. The holiday club welcomes children with special educational needs and/or disabilities. The staff team works closely with parents and other agencies to ensure all children have opportunities to learn and develop. Children who attend the holiday club understand that the needs of some children are different and quickly learn how to play together, leading to an awareness of the needs of others. However, activities to extend their understanding of diversity are limited and they do not always have opportunities to learn about and understand other cultures.

Outdoor learning is a strength of this holiday club. Children go on regular walks to parks and woods, where they learn about the seasons and local wildlife. Consequently, children learn about their natural environment and how it changes throughout the year. Children sing and dance to music, helping develop balance, coordination and spatial awareness. The holiday club has a pet African snail in a tank, and children learn how to look after it and hold it in their hands. As a result, they learn about different animals and how they behave and feel. Staff take advantage of children's spontaneous interests to develop learning. For example, children realise it is raining and want to go outdoors. Children put on appropriate outdoor clothing and are encouraged to paint and write on the walls with brushes and water. This results in them developing skills in writing. Children also explore the feeling of twigs and wet leaves, developing an understanding of natural textures. They also talk about water and where it comes from, demonstrating a range of understanding. Staff constantly engage children in conversation to develop their conversation and opportunities for thinking critically about the activities they are involved in. As a result children are constantly learning and developing whilst playing and exploring.

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

The holiday club provides a warm and welcoming environment and children feel well settled and secure. The manager works closely with parents to help children settle, meeting with parents prior to the children attending. This results in staff having a clear understanding of the child's favourite activities, likes and dislikes, as well as any special requirements, such as, allergies or medical conditions. Parents also complete a form, which tells staff All about the child. As a result, children's needs are well supported and they feel secure in the setting. A key-person system also ensures children's individual care and learning needs are identified, and as a result, children make good progress. In addition parents know their child's key worker and can discuss their child's needs with them. This results in a free flow of information between home and the holiday club ensuring children's needs are well met. Staff encourage children to play and explore activities themselves, and as a result, they are well motivated and confident in their

learning. Children have opportunities to learn about keeping safe by taking part in supervised activities. For example, children use a fire pit outdoors to learn about taking care with fire and flames.

The staff positive behaviour and respect for others at all times. Children take turns and share resources; for example, children ask 'may I have the red pen please?' Staff consistently praise children's good behaviour and as a result, children behave well. Children also understand the need to be quiet when a younger child is sleeping. Consequently, they develop respect for the needs of others. Children's good health is well promoted. Children bring lunch boxes with them to the holiday club and the manager produces guidance for parents to ensure children are provided with healthy packed-lunch items. The staff provide healthy food at snack times, such as, fruit and toast. Children suggest food items for snack times and contribute to creating a menu, promoting their ability to make informed decisions. Water is provided to drink and children have free access to this at any time, helping them develop independence. Staff sit and eat with the children and talk about the food they are eating. This results in children developing an understanding of healthy food and its benefits. Children understand the importance of personal hygiene; they wash their hands before eating and when coming in from outdoor play.

Children's physical development is well supported. Children have access to a large, grassed area and play games that develop running, jumping and coordination. The club also has special events when a bouncy castle is provided for children. The holiday club does not have space for children to ride bikes and scooters on a daily basis. However, staff arrange days when children can bring bikes and scooters from home, and they can ride them outside. Children who do not have a bike are provided with one for the day, this ensures all children are included in the activity.

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

Staff have a good understanding of their roles and responsibilities. Comprehensive policies and procedures are implemented well to ensure children's needs are met and that they are well cared for. The manager conducts daily risk assessments of the premises and outings, and takes action to reduce potential hazards. Safeguarding is good, and all staff have attended safeguarding training and have the knowledge to be able to recognise when a child may be at risk. There are appropriate procedures for staff to follow if they have a concern about a child's welfare, to make sure that they are appropriately protected. In addition, there is a policy in place for the safe use of cameras, and parent's written permission is obtained before taking and using photographs of children.

Self-evaluation is good. The manager makes effective use of this to drive ongoing improvements to practice. Parents and children contribute to this process, which helps to identify the strengths and weaknesses of the provision. Parents appreciate this opportunity to comment on the holiday club, and feedback is consistently positive. Staff also produce a newsletter each holiday to inform parents of any planned outings or events, resulting in good communication between the holiday club and home. In addition, they run a social

media page where parents can comment and receive information about the holiday club. The manager also sends information home at the end of every holiday for parents to give to their child's school. This results in teachers being kept informed of children's learning and development during school holidays. The manager evaluates the effect of the planning on a daily basis and records what went well and changes that may need to be made. As a result, children's learning and development is well supported.

The manager meets regularly with individual staff to discuss relevant training and development needs. This results in staff having up-to-date knowledge and skills in supporting all children's care and learning. Partnership working is well established. For example, the holiday club supports children with special educational needs and/or disabilities and they work closely with the local authority's Special Educational Needs Coordinator in order to provide the best possible support. Consequently all children have good opportunities to learn and develop.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY395691
<b>Local authority</b>	Bradford
<b>Inspection number</b>	874028
<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>	81
<b>Number of children on roll</b>	81
<b>Name of provider</b>	Scarecrows Holiday Club Limited
<b>Date of previous inspection</b>	16/02/2010
<b>Telephone number</b>	01535 275299

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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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