

Redwood Kids Holiday Club

Redwood Drive School, Redwood Drive, Waddington, LINCOLN, Lincolnshire, LN5 9BN

Inspection date

17/11/2014

Previous inspection date

28/01/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 develop independence and social skills as they benefit from challenging and interesting activities that complement learning experiences provided by the host school. This means that children are supported to be confident, active learners.
- All practitioners demonstrate a commitment to ongoing training in order to improve outcomes for children.
- Children demonstrate very good behaviour because younger children learn from older children and practitioners who are positive role models.
- Children settle quickly in the club because practitioners use information from parents to understand children's personal needs and reassure them. Practitioners praise and encourage children, which means that children's emotional well-being is effectively promoted.
- All practitioners have a comprehensive understanding of safeguarding, which ensures that children are kept safe.

It is not yet outstanding because

- The club does not maximise opportunities to share information with parents in order to enable them to contribute to and support their child's learning at home.

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 hall and outside area.
- The inspector looked at a range of documents and records.
- The inspector took account of parents' and children's comments.
- The inspector talked to practitioners' about their knowledge and understanding of safeguarding.
- The inspector interviewed the manager, and discussed children's learning and development with the manager and practitioners.
- The inspector checked evidence of the suitability and qualifications of the staff, and discussed self-evaluation and improvement plans.

Inspector

Karen Tyas

Full report

Information about the setting

Redwood Kids Holiday Club has been registered since 2000. It is run by a voluntary management committee. The club operates from Waddington Redwood Primary School, near Lincoln. The school hall, playground and playing field are regularly used. Occasionally the smaller hall and a classroom are used. The club opens each weekday after school from 3.05pm until 6pm. Sessions during the holidays are from 8.30am until 5.30pm. The breakfast club opens from 7.45am to 8.50am. The club runs every half-term holiday, one week at Easter and the first three weeks of the summer holidays. It is closed in the Christmas holidays. The after school provision and breakfast club offer care to children attending the school, while the holiday provision serves the local area and beyond. The club is on the voluntary and compulsory parts of the Childcare Register and the Early Years Register. There are currently 185 children on roll, of whom eight are in the early years age range. Of the five staff who work with the children regularly, three, including the manager, have appropriate qualifications at level 3. The club also has a newly qualified teacher available to support children at some sessions.

What the setting needs to do to improve further

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

- maximise opportunities to share information with parents, which enables them to contribute to and support their child's learning at home.

Inspection judgements

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

Children are making good progress across all areas of learning and development. They develop good communication and literacy skills because all practitioners model language very well and have high expectations of children. Practitioners are motivated in their approach and encourage children to choose what they would like to do. Children are supported as they develop independence skills, such as, making decisions, waiting patiently and taking turns, which are attributes that benefit them during their time at school. The key-person system supports engagement with parents. They are kept informed about their children's progress through discussions. Practitioners maintain information about children's interests and activities in the form of All about me files. However, opportunities to exchange information with parents to continue to support children's learning and development at home are not always maximised. As a result, parents' views are not incorporated into the assessment of children's progress.

There is a broad selection of good quality resources that reflect all areas of learning. Activities are planned that are challenging and interesting, and complement the learning experiences that children have at school. This helps children to be ready for the next

stages of learning. Practitioners understand how children learn and demonstrate this as they positively interact with children. They share observations and information about children's achievements with the host school. This ensures that the school is kept informed of children's progress across the areas of learning. Practitioners join in enthusiastically with outdoor activities that include riding on scooters. They also play indoors with resources, such as jigsaws and games. As a result, children are busy and actively engaged in play from the start of the session to the end. This demonstrates that they are confident active learners. Children clearly enjoy their time at the club. For example, four-year-old children are keen to join in a cooking activity and make comments, such as 'we like chocolate apples'. Younger children's social skills are promoted when older children teach them how to operate computerised games.

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

The club provides a vibrant and stimulating environment, both indoors and outdoors, where children are nurtured and encouraged to take part in activities. This supports children's all-round development and emotional well-being. Children settle quickly at the club because practitioners use information from parents to understand children's personal needs and to reassure them. The effective key-person system ensures that children are cared for by practitioners who know them extremely well and care about them. For example, children who are new to the club and need additional emotional support are reassured by the key person. Furthermore, older children are encouraged to demonstrate nurturing behaviour in order to reassure and involve children. Practitioners praise and encourage children which means that their emotional well-being and self-confidence is promoted. This ensures that children are emotionally prepared for the next steps in their learning. Children demonstrate that they have formed secure relationships with their key person when they talk confidently to them. This confidence ensures that children are able to express themselves and are motivated to interact with other children and adults.

Parents comment that their children are happy at the club, enjoy the varied activities and that they would recommend it to others. As a result of positive relationships and activities, children are supported with their development and emotionally happy during their time within the club. Children demonstrate very good behaviour because younger children learn from older children and practitioners, who act as positive role models. Young children's self-esteem is promoted when they learn how to share, listen carefully and follow instructions. All children understand the routines and boundaries within the club, such as when they line up to wash their hands before snack time. This ensures that children cope well when attending school. Children learn why it is important to have a healthy diet as they are served fresh fruit for snack. They take part in physical activities that promote exploration and investigation. For example, children of all ages squeal with delight as they explore the outside play area with torches after dark. All children help to tidy up in-between activities. This helps children develop an awareness of how they can contribute to looking after the environment and keeping themselves and each other safe.

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

Since the last inspection by Ofsted, where the provider received a number of actions and one recommendation to improve, good progress has been achieved in addressing the weaknesses raised. The manager has evaluated the provision and implemented effective alterations that have resulted in productive change within the club. For example, children benefit from daily access to outdoor physical activities, accurate records are kept detailing children's daily attendance and practitioners demonstrate skills that encourage children to think and explore. This demonstrates a commitment to sustained change within the club. The manager and staff know how the host school delivers the educational programmes because they share information. Both settings exchange information in order to provide consistency and best meet the individual needs of children. As a result, children are provided with challenging and interesting activities that complement learning experiences they have at school. This ensures that children make the best possible progress. The club maintains a good relationship with parents. They are given opportunities to become committee members and are asked for feedback about the service provided.

The manager identifies clear and realistic targets for improvement and uses information from practitioners, staff and children to inform action plans. Practitioners are monitored through supervisions, team meetings and peer observations. This ensures that practice is of good quality and continues to be enhanced. Practitioners receive support and specific training so that their skills and knowledge are continually enriched. As a result, children benefit from practitioner knowledge that is informed and current. All practitioners have current first-aid and food hygiene certificates, which ensures children's safety and welfare is maintained. All practitioners have a robust understanding of safeguarding children and child protection measures. They can describe the signs and symptoms of abuse and are knowledgeable about the procedure to follow if they suspect a child may be suffering from, or likely to suffer from abuse. Practitioners can explain the procedure to follow and who to notify in the event of an allegation being made against a member of staff. This ensures that children are protected from harm. The manager identifies potential risks within the environment and conducts regular risk assessments. All practitioners understand how to minimise any potential hazards and ensure that the environment is kept safe and secure. For example, they continually conduct visual checks on the environment and resources. This helps children feel safe during their time spent at the club.

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	253576
Local authority	Lincolnshire
Inspection number	962622
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	185
Name of provider	Redwood Kids Holiday Club Committee
Date of previous inspection	28/01/2014
Telephone number	07905 902321

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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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