

Watergate Bay Hotel Kids Zone

On The Beach, Watergate Bay, Newquay, Cornwall, TR8 4AA

Inspection date

17/12/2014

Previous inspection date

16/02/2009

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

- Staff quickly make children and parents feel very welcome, enabling children to settle and enjoy activities at the setting.
- Staff speedily assess children's interests and levels of development, providing activities and experiences to support them.
- The wide range of good quality resources available enables children to find activities that they enjoy, and promotes their awareness and respect for people of different ethnicities and ages.
- Staff share information with parents about resources and activities they can use at home to support their children's learning.

It is not yet outstanding because

- There are limited resources showing people with disabilities, to promote children's awareness of this aspect of diversity.
- Some staff lack confidence in providing challenging outdoor experiences for children to participate in, such as fire pit cookery.

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 took account of the views of parents and carers spoken to on the day, and included in the setting's own parent feedback.
- The inspector carried out a joint observation alongside the manager.
- The inspector observed activities in the playrooms and looked at the resources in the outdoor play area. She also held discussions with the provider and staff.
- The inspector checked documents relating to the suitability and qualifications of staff.
- The inspector sampled documentation regarding planning and children's progress.

Inspector

Lynne Bowden

Full report

Information about the setting

The Hotel and Extreme Academy Kids Zone is managed by the directors of The Watergate Bay Hotel. It opened and was registered in 2008, and operates from The Kids Zone, a designated suite of rooms situated within The Watergate Bay Hotel, at Watergate Bay, near Newquay in Cornwall. Children have access to an enclosed outdoor play area. The setting is open every day of the year from 8am until 9.30pm, with supervised sessions operating from 10am until 12pm and from 6.30pm until 9.30pm, depending on demand. Only the children of hotel guests attend, and parents are expected to stay within the resort. In addition to the Early Years Register, this provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. At the time of inspection, there were eight children in the early years age range on roll. There are 14 members of childcare staff, including bank staff; of these, five hold degrees in early years education and six hold level 3 qualifications. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- increase the range of resources showing positive images of people with disabilities, to enhance children's understanding of people's differences
- develop further the range of challenging outdoor activities, to enhance children's learning in this area.

Inspection judgements

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

The educational programme provided for the children is good. The provision of a wide range of appropriate resources, which are attractive, inviting and easy for children to access, encourages and supports children's progress across all areas of learning. For instance, children enjoy creating patterns and mark making in sand trays. This encourages their future creative and writing skills. Staff provide children with a range of natural items and materials, such as fir cones, pebbles and corks, to sort and compare. This encourages children to talk about and explore the world around them, and to begin to use mathematical language. The provision of a wide range of materials encourages children's creative development. This includes modelling with clay and recycled materials. Cutting out paper and cardboard helps children develop their hand coordination and learn how to handle scissors safely. Manipulating clay strengthens their hands and fingers, which supports their future coordination and ability to form letters.

The staff make skilful interventions to extend and promote children's learning. They join children at activities, commenting on what is happening at appropriate times and asking open questions. This encourages children to describe and explain their discoveries and actions. For example, as children splash the water, staff compare it to waves in the sea, which leads to children talking about storms and big waves. Children enjoy creating scenarios with small world people and their house. Staff encourage children to solve problems as they ask how the grandfather doll can get up to the top floor. They encourage children's energetic play with the soft play equipment, for example creating tunnels for them to crawl through and hide in.

As children only attend the setting for very short periods as hotel guests, the staff are very skilful at quickly establishing children's development levels, using information from parents and their own observations. With this knowledge, they identify short term next steps for each child and try to provide activities to promote their learning in the short time available. The flexibility of the staff in responding to children's interests and making skilful interventions supports and provides children with suitable challenges. This results in all children working towards and making progress, through their play. Staff inform parents about their children's achievements when they share written records and photographs with them. They encourage parents to share their children's achievements over their holidays with their children's usual childcare provider. The staff also share their expertise on how children learn, and about resources and activities that can support their learning at home with parents. They are developing a blog to enhance this communication, in addition to informal discussions at the setting.

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

The staff are very friendly and approachable, providing a warm and welcoming atmosphere. The open play sessions, which parents accompany their children to, enable parents and children to become familiar with the environment and staff. This results in parents feeling confident and secure about leaving their children there. This, along with the reassurance and attention that staff give to them, helps children to settle quickly and happily participate in activities.

The staff support children in behaving well by involving them in fun activities and praising considerate behaviour. The staff adapt activities and their practice to meet the needs of children with disabilities or with English as an additional language; for example they provide dual language labelling and use sign language to communicate with children when appropriate. The provision of books celebrating differences and small world people representing people of different ages and skin colour raises children's awareness of difference and diversity. However, there are very few positive images of people with physical disabilities. This limits the opportunities to raise children's awareness and understanding of this aspect of diversity.

The staff remind children of the need to follow good hygiene practices, with pictures and posters reminding them of the need to wash their hands. Drinking water is readily available, so that children can easily quench their thirst. Children benefit from fresh air

and exercise through their easy access to the outdoor play area, which is within sight and sound of the sea. These activities enable children to enjoy energetic play, and learn about their environment and how to safely use climbing equipment. However, the staff lack confidence in providing experiences that involve an element of well-managed risk, such as simple cooking around a fire pit.

The children's participation in activities at this setting supports and promotes their development and skills in all areas of learning, and especially communication and personal, social and emotional development. These experiences prepare children for their future learning following their holidays.

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

Safeguarding and welfare requirements are met well. All staff have had checks carried out regarding their suitability to work with children. The area that children use is very secure. During the sessions, staff keep the entrance door locked and alarmed, so that staff can control access by visitors to the setting; if an older child attempts to open the door, the alarm immediately alerts the staff. The staff conscientiously carry out safety checks before each session to ensure that the premises and equipment remain safe. The staff and hotel management regularly analyse accident records, to identify and take action regarding any emerging patterns of risk. The management team is aware of changes to staffing ratios linked to staff qualifications, but chooses to maintain their original staff to child ratios to maintain high quality, individual care and flexible, responsive provision. Staff have a good understanding and awareness of safeguarding and child protection issues, and the procedures to follow if they have concerns. They are prepared to respond to accidents and medical emergencies appropriately. This is because they all receive epipen training to treat anaphylactic shock and there is always a member of staff available with current paediatric first aid.

Written policies and procedures are available to parents and staff use these to support good practice throughout the setting. Highly effective relationships and partnerships with parents enable all to meet children's needs well. Parents and carers are confident that their children are happy and well cared for. They praise the range of activities and resources available. Staff have a good understanding of their responsibilities in meeting the learning and development requirements. Despite the difficulties they face in only looking after children for short periods of time, they monitor individual children's progress and the balance of their educational programme. Staff work together to provide activities that cover all areas of learning each week, while being responsive and flexible to individual children's needs and interests.

Staff observe and monitor each other's practice and constantly reflect on the effectiveness and quality of their provision. Staff appraisals are carried out each year, as well as supervision sessions at which the manager discusses the staff's personal development with them. Parents provide positive feedback and staff act on any suggestions that they make. The setting uses this information to evaluate its provision and draw up clear priorities to

maintain high quality practice and make further improvements. This demonstrates the setting's commitment to, and capacity for, continuous improvement.

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	EY377287
Local authority	Cornwall
Inspection number	829514
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 7
Total number of places	22
Number of children on roll	8
Name of provider	Watergate Bay Hotel Limited
Date of previous inspection	16/02/2009
Telephone number	01637 860 543

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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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