

Holiday Time Holiday & After School Club

Quainton Hall School, 91 Hindes Road, HARROW, Middlesex, HA1 1RX

Inspection date

Previous inspection date

12 August 2015

9 April 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staffing arrangements are not always organised to ensure that children's good behaviour is maintained throughout the day.
- The provider has introduced systems to monitor staff performance but has not fully addressed inconsistencies in the quality of staff's interactions with children.
- Systems to work with parents and, where applicable, with other early years settings that children attend are not fully developed to ensure staff complement the provision children receive elsewhere.

It has the following strengths

- Staff are diligent about ensuring children remain hydrated. They refill jugs of water and ensure clean cups are always available. Consequently, children can help themselves to fresh drinking water, particularly after energetic play, to help maintain their health.
- During small-group times, staff take care to ensure all young children are fully included. They purposefully make eye contact with children who are less vocal than others to ensure all children have the same chance to express their views and make choices about their play.
- Children learn to stay safe because they frequently practise emergency evacuation. Children respond quickly; they calmly form an orderly queue and walk at a safe pace to exit swiftly.

What the setting needs to do to improve further

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

- deploy staff effectively, particularly during lunchtimes and large-group activities, to ensure children benefit from consistently good-quality interaction with staff to maintain good behaviour and develop their social skills
- ensure information about children's care and learning needs is shared with parents and other early years settings children attend, as appropriate.

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

- strengthen the system for monitoring and reviewing the quality of practice to identify areas for improvement and tackle identified inconsistencies in practice to ensure ongoing improvement.

Inspection activities

- The inspector observed children and staff indoors and in the outside areas.
- The inspector spoke with staff and children at appropriate times during the day and held a meeting with the provider and the child care manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken with during the inspection and from the setting's questionnaires for parents.
- The inspector reviewed a range of documentation including evidence of suitability checks, children's folders and a selection of policies and procedures.

Inspector

Malini Mandalia

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children enjoy activities across all areas of learning both indoors and out, but the quality of teaching varies. Staff know children's individual personalities and needs but do not always use this information to address children's identified needs, such as turn-taking and sharing. This affects how well some children are prepared for school. Young children concentrate and persevere to mix sand and water and press it into moulds. They squeal and jump in delight as they tip out their moulds, and staff praise their achievements. However, staff do not always ensure that all children understand how to share resources. Older children engage in good discussions about animals and take pride in their paintings of the 'fierce' animals they anticipate seeing on a trip to a safari park. Some staff support children's language and communication skills well, including children with English as an additional language. They teach children physical skills such as catching large and small balls. Children relish group games like 'What's the time, Mr Wolf?', but not all staff organise them equally well to ensure children gain the most from the activity.

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

Children spend most of their time in small groups with their key person, where they build secure relationships and know what is expected of them. They behave well overall; they are polite, respond promptly during change-over times and help to tidy their toys away. Most children are well prepared for the next stage in their learning. Children enjoy large group games; they listen well, and cooperate with one another. Ineffective organisation of some routines leads to some unwanted behaviour. Children's participation in energetic play supports their health. They learn about good personal hygiene and understand when they need to wash their hands. Children from diverse backgrounds chat happily together while helping themselves to fresh fruit and milk at snack times. Staff are aware of children's dietary needs and preferences. However, children are not always supervised effectively at lunchtime; for example, staff do not ensure all children understand that they should not share their lunch.

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

The provider and manager have a sufficient understanding of the Early Years Foundation Stage requirements. Staff have attended safeguarding training, and they know how to protect children from harm or abuse and keep them safe. Arrangements to check staff suitability are now secure. The introduction of staff supervision meetings has enabled the manager to monitor staff performance and to identify areas for staff development. However, weak monitoring of staff deployment leads to variable practice and breaches of some legal requirements. Parents receive useful information and praise the provision. They provide necessary information to ensure continuity of care, and the manager is developing ways to gather more detailed information about what children already know and can do. The provider has not yet fully developed systems to work in two-way partnership with other settings children attend, where this is appropriate.

Setting details

Unique reference number	EY427593
Local authority	Harrow
Inspection number	1023935
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 13
Total number of places	48
Number of children on roll	75
Name of provider	Activetime Children's Activities Limited
Date of previous inspection	9 April 2015
Telephone number	07794078452

Holiday Time and Holiday After School Club registered in 2008 and reregistered in 2011 when changing from a partnership to a company. It operates from three rooms and a swimming pool at Quainton Hall School, within the London Borough of Harrow. The holiday play scheme is open each weekday from 3pm to 6pm during term time, and 7.45am to 6pm during school holidays. Of the 10 staff in total who work at the play scheme, four hold relevant childcare qualifications. Children attending the after school club are collected from local schools.

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