

Barracudas (Bedford)

Bedford Girls School, Cardington Road, BEDFORD MK42 0BX



Inspection date	21 August 2018
Previous inspection date	11 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not Applicable	

Summary of key findings for parents

The provision is good

- Staff appreciate the spirit of holiday childcare. They create a warm, welcoming environment and offer children exciting activities. Children also have time to relax and talk with their friends, contributing to the development of their social skills.
- Staff make good use of their qualifications. They interact well with children and confidently adapt activities to suit their varying ages and abilities.
- Staff act as good role models and children follow their example. They show care and consideration for one another as they share resources and take turns.
- Children recognise that staff are genuinely interested in them and value their contributions. This creates a constructive environment where children develop the confidence to try new activities and have positive attitudes to play and learning.
- Management supports staff in a wide range of training opportunities, for example, to provide specialist activities, such as fencing and swimming. This enables them to offer children a wider variety of activities and ensure that these are always safely presented.

It is not yet outstanding because:

- Staff do not consistently make the best use of the key-person system to exchange detailed information with parents and inform them about their children's activities.
- Staff do not always support children as well as possible to express their ideas and creativity.

What the setting needs to do to improve further

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

- build on the use of the key-person system to extend further the communication with parents
- enrich the opportunities that support children in expressing their ideas and creativity.

Inspection activities

- The inspector observed activities indoors and outdoors. She talked with staff and children at appropriate times throughout the inspection.
- The inspector reviewed an activity with the early years manager. She looked at relevant documentation, discussed the camp's self-evaluation and saw evidence of the suitability of staff.
- The inspector held meetings with the early years manager, the early years coordinator, the camp manager and an area manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Kelly Eyre

Inspection findings

Effectiveness of leadership and management is good

Staff and managers work well together to evaluate the service they provide. They gather feedback from children and parents and use this to inform improvements. For example, an extended indoor activity timetable means staff now offer children further activities, such as murder mystery hunts and corridor golf. Arrangements for safeguarding are effective. Staff complete regular training and maintain a good knowledge of this area. They are aware of the issues that could threaten a child's welfare and know how to report any concerns. Robust recruitment procedures and ongoing staff suitability checks further help to promote children's welfare and safety. Staff receive effective supervision, which aids them in reviewing and developing their practice. They work well with other professionals, such as school staff, and speech and language therapists, ensuring that children receive good support and their care is consistent.

Quality of teaching, learning and assessment is good

Improvements to the organisation and daily routines mean that children have many opportunities to choose their resources and activities. They develop skills that support their learning as they participate. For example, children learn to follow instructions as they engage in a drama and movement session. They listen intently and eagerly run to different compass points. The staff member skilfully builds on the instructions and children enjoy the increasing challenge as they pretend to be different animals and rescue friends. Children participate in activities that aid them in extending their understanding while they have fun and interact with their friends. For example, when listening to a story, children discuss how each character is feeling and predict what will happen next. Staff support children to join in with discussions, such as talking about favourite activities and remembering the rules, thereby helping them to become confident to talk in group situations. The good use of daily routines, such as counting the number of children present and keeping a tally chart of fruit eaten each day, aids children in developing their knowledge of mathematics.

Personal development, behaviour and welfare are good

Staff follow effective procedures to aid them in obtaining clear initial information from parents, so that they understand children's needs. Dedicated staff working with children in the early years age range help children to settle and feel confident to try new activities. Staff promote children's independence. For example, children learn to take responsibility for their belongings, such as lunch boxes, and to dress themselves after swimming. Children enthusiastically participate in a wide range of activities that aid their physical development. For example, they develop their coordination and an awareness of the space around them as they participate in dance and drama sessions. Children discuss the rules of the setting and staff support them in observing these and learning to manage their behaviour. Staff offer children genuine praise and encouragement for both their efforts and achievements. This helps build children's confidence and the positive emotional approaches that support them in school.

Setting details

Unique reference number	EY330767
Local authority	Bedford
Inspection number	10061504
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	4 - 14
Total number of places	220
Number of children on roll	453
Name of registered person	Young World Leisure Group Limited
Registered person unique reference number	RP900856
Date of previous inspection	11 August 2015
Telephone number	0845 123 5299

Barracudas (Bedford) registered in 2007. The setting employs 38 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 or above, including six who have qualified teacher status. The setting opens from Monday to Friday during specific weeks of the school summer and Easter holidays. Sessions are from 8am until 6pm.

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