

The Den Multi-Active Biggleswade

Holmemead Middle School, Mead End, Biggleswade SG18 8JU



Inspection date	17 April 2019
Previous inspection date	6 August 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- Staff have made sure that all early years children have a dedicated key person who gets to know them and supports them in the setting. Staff provide enjoyable free-play experiences for the early years children.
- Communication with the host school is effective. Staff speak to teachers of children who attend the term time, out-of-school provision. This supports continuity for the children between the two settings.
- Staff show concern for children's comfort when outside. They make sure the children have protection from the sun and the cold.
- Children are supervised effectively by staff. There are enough staff to enable different groups of children to use different areas in the school. Staff know where the children are and have good procedures in place for monitoring children's movements.
- Behaviour management is effective. Staff support children to resolve any conflicts and work with parents if there are any ongoing behaviour issues.
- The new management team is working together to sustain the improvements and to achieve consistency between the holiday and term time sessions.
- Although staff are gathering more information about children's interests when they first join the setting, they do not have enough information about children's early education experience to help them with their planning and support for some activities.
- Some of the provision for arts and crafts is not well thought out and lacks inspiration and imagination. For example, resources are lacking and children do not have a range of interesting materials to help them be creative.

What the setting needs to do to improve further

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

- extend partnerships with other schools children attend, to enhance planning and support and to enable the two-way flow of information between providers
- explore further ways to gain children's ideas for creative activities and have the resources ready and available for children to use.

Inspection activities

- The inspector observed activities indoors and outdoors and assessed the quality of the interaction between staff and children.
- The inspector observed and discussed children's activities with the club manager.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector held meetings with club managers and the proprietor. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Alison Reeves

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The new induction procedures provide training for staff before they begin working with children. Senior staff with responsibility for safeguarding at the setting understand their responsibilities and how to report concerns. The manager is enthusiastic. She is working with the newly appointed area manager to develop effective evaluations and implement positive changes. Staff deploy themselves well. They work with groups of children and are on hand to support with routine care and activities. The manager and the staff team maintain a safe environment. They check for hazards and put in place measures to ensure children's safety. Parents are positive about the setting and their children's experiences. Recent changes have made communication easier. The proprietor takes responsibility for parent feedback, reviewing the information and acting on any issues that need to be addressed.

Quality of teaching, learning and assessment is good

Staff use what they know about children's interests to plan a suitable range of free-play experiences. Early years children enjoy using the free-play resources. They busy themselves with pretend play, rolling and shaping dough and scooping pasta and cereal into containers. Key persons quickly learn about the children who attend the setting in term time. They make observations and link these to children's development. Key persons share this information with parents and other settings that children attend. The children who attend in the holidays make good relationships with their assigned key person. The children rapidly become familiar with other children and the daily routine. Children include staff in their play. The interaction is good. Staff recognise new achievements and where children may benefit from more support.

Personal development, behaviour and welfare are good

Children enjoy plenty of time engaging in energetic games. There is lots of time spent outdoors. Staff organise a variety of games, some of which encourage team work and others that rely on individual skills. Although much of the organised provision is physical, staff provide alternative activities, such as construction resources for children who do not want to be physical all of the time. Children who attend the school term time sessions support new children to become familiar with the environment and the routines. They talk about their experiences, their favourite activities and their ideas for new experiences. Children are eager to use the parachute. They bend and stretch their bodies to make the ball roll around the parachute, trying not to let it fall to the ground. Children try archery with safe arrows. They are enthusiastic about the chance to learn a dance routine. Children bring their own lunch each day. Staff make sure children always have a drink of water to hand. They encourage them to wear coats when it is cold outside and to put on sunscreen when the sun is shining.

Setting details

Unique reference number	EY549143
Local authority	Central Bedfordshire
Inspection number	10068097
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	3 - 11
Total number of places	50
Number of children on roll	59
Name of registered person	Multi-Active Holiday Courses Ltd
Registered person unique reference number	RP547413
Date of previous inspection	6 August 2018
Telephone number	07561416208

The Den Multi-Active Biggleswade registered in 2017. The setting employs 13 members of childcare staff. Of these, five hold appropriate early years qualifications at level 1 and above. The setting opens from Monday to Friday all year round. Sessions are from 7.45am until 9am and from 3pm until 6pm during term time and from 7.30am to 6pm during school holidays.

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