

Inspection date	22 July 2019
Previous inspection date	10 April 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	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

This provision is good

- Staff have a sensitive understanding of holiday childcare. They ensure that children have time to relax and interact with their friends in a positive, safe and relaxed environment. They also offer children a wide selection of activities that aid them in developing the skills that support their formal learning.
- Staff make good use of the key-person system and work well with parents. They gather information about what children have been doing at home and at school. This enables them to understand children's needs. They use this information to plan activities and resources that relate to children's interests and capture their attention.
- Children learn to listen, respect the views of others, negotiate and compromise. For example, they talk together about the activities on offer and make a group decision about which one to choose.
- Staff make good use of their qualifications and experience. For instance, they assess activities and adapt these so that children of varying ages and abilities can participate.
- Staff interact well with children and show that they are genuinely interested in them. This creates a constructive environment and helps children develop positive attitudes to play and learning.
- Staff supervision and the support for their professional development are not always sharply targeted to provide further opportunities for staff to improve their practice and knowledge to an even higher level.
- Staff do not always support children as well as possible to develop the skills that aid them in expressing their creativity.

What the setting needs to do to improve further

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

- sharpen the focus of staff supervision and the professional development programme to offer opportunities for staff to develop their practice even further
- enrich the opportunities that support children in expressing their ideas and creativity as they participate in activities.

Inspection activities

- The inspector observed activities indoors and outside. She talked with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the setting's early years coordinator and the manager.
- The inspector held a meeting with the setting manager and the early years coordinator. She looked at relevant documentation, discussed the setting's self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views. She also viewed written feedback from parents.

Inspector

Kelly Eyre

Inspection findings

Effectiveness of leadership and management is good

The manager and senior staff conscientiously evaluate the work of the setting. They review activities and talk with staff, children and parents, using their feedback to inform improvements. For example, they noted that children enjoyed using the large inflatable play equipment. Managers have now extended these resources, offering children further opportunities to have fun and develop physical skills, such as balance, control and coordination. Arrangements for safeguarding are effective. Staff complete regular training and are supported well by the manager and senior staff so that they have a good knowledge of local procedures and national initiatives. They demonstrate a clear understanding of possible threats to children's welfare and know how to report any concerns. Robust recruitment procedures and effective staff induction further promote children's welfare and safety.

Quality of teaching, learning and assessment is good

Staff take care in getting to know children. This supports them in offering children activities and play opportunities that promote their enjoyment of the school holidays and offer them new challenges and experiences. Children participate eagerly in the activities and gain skills in listening and following instructions. For example, children using an inflatable assault course listen carefully to the safety rules and only set off to use this once the staff member has counted down from three to one. The staff member extends this further and children concentrate as they watch the non-verbal, visual cues to start and eagerly listen out for the number they have been assigned. Staff speak clearly to children and support them in communicating and in extending their vocabulary. For instance, children playing a pirate game enjoy talking about rubies, emeralds and gold coins. Team activities, such as creating 'popcorn' using bean bags and balls on a large parachute, aid children in learning to work cooperatively with others. Children participate in activities that support them in extending their knowledge while they have fun and interact with their friends. For example, they develop their understanding of the natural world as they go on a nature walk, where they find and identify different insects and plants.

Personal development, behaviour and welfare are good

Staff build good partnerships with parents and keep them well informed of the activities planned each day and of what their children have been doing. Staff support children in building their practical skills and independence. For example, children help tidy away resources when they have finished playing with them and learn to take responsibility for their belongings, such as lunch boxes. Thoughtful daily routines, such as a short group time in the morning, help children to develop social skills as they remember one another's names and participate in discussions. Staff talk with children about their behaviour and help them understand how to manage this and to resolve any minor conflicts. Children respond to the positive environment and the support from staff. They develop the confidence to try new experiences. For example, they relish the challenge of negotiating the inflatable climbing wall. This helps build the skills and positive attitudes that support them in school.

Setting details

Unique reference number	130494
Local authority	Hertfordshire
Inspection number	10114271
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 - 12
Total number of places	170
Number of children on roll	250
Name of registered person	Club Excel Playscheme Partnership
Registered person unique reference number	RP523450
Date of previous inspection	10 April 2015
Telephone number	01923 469475 or 07931383885

Club Excel registered in 2000. The club employs 46 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 or above, including seven with qualified teacher status. The club opens during school summer holidays only. Sessions are from 9.30am until 3.30pm and an extended day is offered between 8.30am and 5.30pm.

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