

The Holiday Club

Calton Junior School, Calton Road, Gloucester GL1 5ET



Inspection date	22 August 2019
Previous inspection date	6 April 2016

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

This provision is good

- Children enjoy taking part in a wide range of activities at the club. This includes gymnastics lessons, Spanish lessons and several day trips during the holidays. They are excited to come to the club each day and take part in activities with enthusiasm.
- Staff are welcoming and caring. They know individual children well and are attentive to their needs. New children settle quickly. Children form strong bonds with staff and are happy and confident. Younger children enjoy accessing the designated quiet area where they can take time to rest and relax. This helps them to feel safe and secure.
- Children behave well and play harmoniously together, taking turns and sharing equipment. Older children happily help the younger children, for example showing them how to play games and helping them to access resources.
- Staff encourage children to follow their interests and make decisions about their play and activities. Children use their imagination and creativity well and learn to think and problem-solve independently. For example, children work together to create their own 'under the sea' puppet show, making props and deciding on the storyline together.
- Partnerships with parents are good. Staff exchange information with parents daily so they are fully aware of their children's day and to provide continuity of care. Parents state that they are very happy with the care that their children receive.
- The provider and staff are committed to making ongoing improvements to the club. They evaluate regularly to identify strengths in practice and areas for improvement. They seek feedback from parents and children and make effective changes that support the particular needs of children in their care, such as when deciding on new equipment to purchase.
- At times, staff do not ensure that younger and quieter children are able to fully participate and be engaged in activities and conversations as well as possible, particularly during free play.

What the setting needs to do to improve further

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

- review how staff support younger and quieter children more consistently to help them be fully involved and engaged during activities.

Inspection activities

- The inspector observed the activities and the interactions between staff and children.
- The inspector held discussions with the provider and staff, and spoke to the children.
- The inspector spoke to parents and considered their views.
- The inspector carried out a joint observation with the provider and discussed the findings with her.
- The inspector sampled a range of documents, including evidence of staff suitability checks.

Inspector
Hiroka Dathan

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The provider ensures staff have a clear understanding of safeguarding issues and how to respond to concerns about a child's welfare. Staff are well deployed and vigilant when supervising children inside and outdoors. They help children to learn about safety, such as involving them in risk assessments and holding regular discussions about how to keep themselves safe. There are robust recruitment procedures and ongoing support in place to ensure all staff who work at the club are suitable. The provider supports staff well to continue to develop their practice, such as supporting them to complete further qualifications and access training to help improve their knowledge and skills. For instance, some staff have recently attended training on supporting children with autism. This has helped them to gain a better understanding of how to best meet children's individual needs. Partnership working with outside professionals and schools are effective. Staff establish effective communication with them to support children's development and ensure consistency of care.

Quality of teaching, learning and assessment is good

Children confidently make choices about their play and lead their own learning. Staff join in their play enthusiastically, engaging children in conversations while extending their vocabulary and knowledge. For instance, they discuss different creatures that live under the sea and staff help children to distinguish them from creatures that live in fresh water. Staff provide a good balance of child-led and adult-led activities and children enjoy taking part in new experiences. For example, they enjoy having a go at making their own play dough. Staff adjust their support to cater for different age ranges, promoting children's independence well. They help to build on children's learning from school effectively, adjusting challenges appropriate to their age. For instance, younger children are encouraged to count while measuring out the ingredients, while older children are supported to divide the mixture up evenly when required. Children display good levels of concentration and focus during activities and are motivated learners.

Personal development, behaviour and welfare are good

Staff have high expectations and children respond well to clear routines and boundaries set. Children know the setting rules well, and follow them without support. For instance, all children join in and tidy up the toys swiftly before mealtimes. Staff promote children's physical development effectively. They provide children with plenty of opportunities for fresh air and exercise and make good use of the school's large outdoor facilities. For example, children take part in ball games, race on ride-on toys, have a go at archery and build dens in the wooded area. Fresh healthy snacks are provided each day and staff provide enjoyable and innovative activities to teach children about healthy meal choices. Mealtimes are a pleasant social occasion and these are also used as an opportunity for children to take turns to perform to others. Children confidently sing and dance, and staff support their self-esteem and confidence through plenty of encouragement and praise.

Setting details

Unique reference number	EY479781
Local authority	Gloucestershire
Inspection number	10076177
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 - 14
Total number of places	50
Number of children on roll	104
Name of registered person	Daly, Victoria Louise
Registered person unique reference number	RP514718
Date of previous inspection	6 April 2016
Telephone number	01452304636 07894354756

The Holiday Club re-registered in 2014. It is located in Calton Junior School, in Gloucester. The club is open each weekday from 7.30am to 8.40pm and 3pm to 6pm during term time, and from 7.30am until 6pm during the holidays. The club employs eight members of staff. Of these, two have an early years qualification at level 3 and three have a qualification at level 2. The provider, who is also the manager, holds a qualification at level 3.

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