

# Inspection of Wellington Holiday Club

St. Johns C Of E Primary School, 1 Priory, Wellington, Somerset TA21 9EJ

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Inspection date: 24 August 2021

**The quality and standards of early years provision**

**This inspection**

**Met**

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Previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children have fun at the club. They arrive happy, excited, and eager to find out what activities are planned for the day. Staff involve the children fully in making choices and taking ownership for their behaviour. For example, children have positive discussions about their Golden Rules. They suggest what they consider to be important, and all agree to abide by it, such as no spitting to stop the spread of germs, especially due to the COVID-19 (coronavirus) pandemic. Staff ensure all children are included and give them time to think before responding. Children follow rules, listen to instructions, and take turns. Staff ensure all children understand the vocabulary some use, such as the meaning of honesty. Staff engage children in discussions and children talk confidently to each other. For example, younger children listen to older ones explaining the rules of a game before taking part. Younger children explain to others the safest way to cross the rope bridge.

This is the first time the group has run since the COVID-19 pandemic and parents no longer enter the premises, as they would have done before. Staff share important information with parents through technology and daily at the gate. Parents confirm how much their children love attending the group and particularly mention the friendly staff and family environment.

### **What does the early years setting do well and what does it need to do better?**

- The management team provide effective support for staff to promote their well-being and their professional development. All staff work at the company nursery and have regular supervision and training. Managers focus on the most appropriate additional training for staff, such as behaviour management when working with older children. They observe staff and help them during activities to extend their ideas. Staff appreciate the leadership and state that they love working for them.
- Staff plan a wide range of activities to help children explore, experiment, solve problems, and work independently and as a team. For example, they brought in a professional to demonstrate and make bubbles with the children. Staff then set up an activity for children to revisit and explore for themselves. Children recall needing to check the wind direction and listen for the noise they make when blowing. They use their hands and a wide range of equipment to form bubbles and notice the many ways they are achieving this.
- Children have strong relationships with the staff and each other. Staff clearly enjoy being with the children and children respond well. Staff introduce children who are new to the club, finding out if they know anyone from school, and children welcome them. They provide new children with a buddy who takes responsibility for checking on them and helping them with understanding the

routine. The manager is the key person for early years children. Children settle and take an active role very quickly.

- Children have lots of opportunities to be outdoors and active. They request their favourite whole group activities and teach each other physical games. Staff help children to recognise the effect exercise has on their bodies. Children bring their own food and drinks, and staff provide additional drinking water, reminding them to drink plenty. However, this is not as assessable outdoors for those less confident to ask.
- Staff plan well for children to develop their listening skills and concentration through having fun. For example, the youngest children listen to directions and watch staff demonstrate the rules of a game. They then follow instructions as they move in a variety of ways each child gets to choose. Children excitedly comment to the whole group on how their friend was 'zooming', showing with their fingers how fast their legs went.
- Staff focus appropriately on supporting children's personal, social, and emotional development, to support their future success. Parents comment on their children making friends with a range of children of different ages, which they have not had the opportunity to do since the COVID-19 pandemic. Staff help children to be confident about their own uniqueness. However, there are fewer opportunities for children to have a positive awareness of people's differences.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff have a suitable awareness of their responsibilities to safeguard children. Staff know where to find information and how to report concerns. They know the importance of passing information on, on a need-to-know basis, to protect children from harm. Staff involve children in risk assessments, fire, and internet safety, so that they can help keep themselves safe. For example, when children practise the emergency evacuation procedures, they know to keep quiet to listen to instructions, go to the door and follow staff to the far end of the playground.

## Setting details

<b>Unique reference number</b>	EY561921
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10194181
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	20
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Bouncy Bear Ltd
<b>Registered person unique reference number</b>	RP906049
<b>Telephone number</b>	01823 667149
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Wellington Holiday club registered in 2018. It is one of two provisions run by Bouncy Bears Childcare. The club operates from St. John's C of E Primary School, Wellington, Somerset. It opens from Monday to Friday 8.30am to 5.30pm, each school holiday. There are four members of staff, including the two managers. Of these, one holds an appropriate childcare qualification at degree level and one at level 4. One member of staff holds an appropriate childcare qualification at level 3 and one at level 2.

## Information about this inspection

### Inspector

Elaine Douglas

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The managers led the inspector on a walk around the setting to discuss how they use their environment and their objectives for the club. They carried out a joint observation and discussed staff interactions with children.
- The inspector spoke with staff and assessed the effectiveness of leadership, safeguarding and care procedures.
- The inspector held a leadership and management discussion with the managers and sampled documentation.
- Parents and children shared their views of the club, and the inspector took these into account.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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