

Inspection of Holiday Academy

The Cavendish School, 31 Inverness Street, LONDON NW1 7HB

Inspection date:

27 October 2022

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

The provider and staff work hard to create an exciting atmosphere in the club. They offer children a wide range of different and interesting activities. Children arrive eager to join their friends, and they are happy and settle quickly. Staff have high expectations for children's behaviour. Children respond positively to this and behave very well. For example, they spontaneously say 'thank you' when helped by staff or other children. Staff are skilled at identifying children who may need additional help or support. They quickly put strategies in place to develop children's confidence and support their emotional well-being. Strong bonds form between staff and children. Staff work hard to create an inclusive atmosphere. For instance, boys and girls are respectful of each other. They join in different activities together and happily chat during the day. Children develop social skills which will support them in their future lives.

Staff understand how to keep children safe and well. They use their regular risk assessments effectively. For example, staff continuously monitor children as they move around the premises. Staff encourage children to drink plenty of water. They liaise with parents to ensure that they understand the importance of this for children's health. Children know how to keep themselves well. They wash their hands before eating and at regular points during the day.

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

- Children say that they really enjoy attending the club. They eagerly describe their favourite activities, including drama, dance and music. The provider understands some children have fewer advantages than others. She seeks to provide activities that not all children have the opportunity to experience outside of the club. In drama classes, children explore different kinds of stories from the past and present. They engage with well-known children's books, Shakespeare and Greek mythology. Children of all ages make their own props, follow instructions and listen carefully as they perform plays based on these stories.
- Parents praise staff and the provider. They say that staff work closely with them and that there is an excellent two-way flow of information. Parents particularly highlight how staff focus on children's physical and mental well-being. They comment that the provider is responsive to their needs, as well as those of their children. For example, staff work with parents to provide consistency between home and the club. Parents say that their children are kept safe. For instance, parents provide passwords which are used if collection arrangements are changed.
- Staff support children in participating in activities which help them learn how to manage risk and keep themselves safe. For example, children excitedly talk

about how they have skateboarding lessons. They independently use a climbing wall. Staff talk to children about how to use equipment safely.

- Staff are skilled at providing opportunities which challenge children and build on the skills which they learn at school. For example, the youngest children strengthen their fingers as they practise using scissors during craft activities. Children are persistent and gain satisfaction from their achievements. They develop positive self-esteem. Children enjoy sharing their experiences and lives outside of the club. For example, they talk about different festivals which their families celebrate. Children talk about family parties while making Diwali decorations and how they celebrate Diwali at home. There is a warm and caring atmosphere at the club. Staff are excellent role models for children.
- The provider constantly reflects on the service she provides. She uses this effectively, for instance, to enhance the access staff have to training. Staff say that developing their professional skills and knowledge is important to the provider. They benefit from a wide range of training courses, appraisals and regular supervision sessions. Staff report that they constantly use the training provided. For example, they have increased their knowledge of how to support children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

Staff benefit from regular safeguarding training. They are able to recognise the signs and symptoms which may cause them concern about the welfare of a child in their care. Staff maintain meticulous records and are clear in the procedures to follow if they have any concerns. They understand their responsibility to report concerns they may have about the conduct of other professionals. Staff carry out regular risk assessments and quickly remove any hazards they might identify. The provider carries out relevant checks on staff and ensures that they are suitable to work with children.

Setting details

Unique reference number	EY444368
Local authority	Camden
Inspection number	10233813
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 at time of inspection	3 to 12
Total number of places	64
Number of children on roll	74
Name of registered person	Peel, Ruth Miranda
Registered person unique reference number	RP904456
Telephone number	07585 002 327
Date of previous inspection	20 December 2016

Information about this early years setting

Holiday Academy registered in 2012. It is situated in Camden Town, within the London Borough of Camden. The club opens during the school holidays, from 8.30am to 6pm, Monday to Friday. The provider employs 14 members of staff. Of these, 11 hold relevant qualifications from level 3 to level 6.

Information about this inspection

Inspector
Ceri Callf

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The inspector carried out a tour of the premises with the provider and deputy manager. They explained what activities are on offer for children, indoors and outdoors.
- The inspector observed children engaged in a variety of activities. She talked to children at different points of the inspection and took their views into account.
- The inspector spoke to parents and took account of the conversations held with them.
- The inspector spoke to all staff and held a meeting with the provider. The inspector viewed relevant documentation, including evidence of the suitability of staff to work with children.

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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