

Inspection of Julie's Holiday Club

Halling Primary School, Howlesmere Close, Halling, Rochester, Kent ME2 1ER

Inspection date:

25 October 2023

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are eager to attend this happy holiday club. They are warmly greeted by friendly staff, who welcome them in and know them well. This supports children's self-esteem. Children quickly settle to explore the activities set out for them, which spark their interest and imagination. Children of all ages enjoy making their own Halloween craft creations and proudly show these to staff, who take a genuine interest in what they have made. This supports children's confidence. Staff ensure they set up the large hall with children's needs in mind. They effectively support children with special educational needs and/or disabilities. For example, staff bring in toys that they know children will enjoy. Children spend a long time making models with magnets, sustaining high levels of concentration and perseverance. This supports their independence skills well.

Staff ensure children are safe. They remind children to take care when outside as it has been raining. Children wait for their friends before going outside, excitedly talking about a slug they have found and reminding each other to step over it. This supports children's positive and caring attitudes. Children behave well. They enjoy playing chess with staff. This supports their turn taking and sharing skills well.

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

- Children benefit from a well-qualified staff team who support them. Staff plan a range of activities for children based on their needs and interests. For example, leaders and managers arrange for children to join in with football, yoga and music sessions. This supports children's wider knowledge and skills well.
- Staff know children and their families. Children go to familiar staff for cuddles and clearly enjoy their company. Staff ask children how they are and set up areas for them to rest and relax when they are tired. This supports children's emotional well-being.
- Children benefit from staff's positive partnerships with the local school. Children delight in exploring the large outside space, making up their own games together and sharing books in the reading den. This supports children's social and communication skills well.
- Staff put children at the heart of what they do. They plan activities that reflect children's individual care plans to ensure they meet their needs. For example, children remained thoroughly engaged when playing with the trains, having thoughtful conversations with staff about them. This supports their listening and attention skills well.
- Staff have very positive relationships with parents. They provide advice and help for parents. For example, they send home information to help support children's communication skills. Parents say that their children love attending the club and

have made friends.

- Staff promote children's independence well. Children quickly follow staff's instructions, getting their own lunch boxes and sitting down for lunch. They help their friends and happily chat about what they have got. This supports children's independence skills.
- Children display high levels of engagement and motivation. They spend a long time creating their own Halloween masks. Staff are good role models. They help their children to find different craft resources and encourage them to have a go. This supports children's positive behaviour and attitudes.
- Leaders and managers are passionate about caring for children. They work well together as a staff team to ensure consistency and continuity for children. They have ambitious plans for the future to support children. For example, leaders and managers are investing in staff training and new toys and resources. They are committed and hardworking.

Safeguarding

The arrangements for safeguarding are effective.

Staff ensure regular risk assessments are carried out. Leaders and managers ensure there are robust systems in place for staff recruitment and ongoing suitability checks. They ensure the premises are safe and no unauthorised visitors can access the club. Staff know what to do if they are concerned about a child or colleague. Leaders and managers have effective oversight of the club. They have robust procedures in place for the safe evacuation of the building. They have effective policies in place for the recording of accidents and administering medication.

Setting details

Unique reference number	2649944
Local authority	Medway
Inspection number	10305363
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	4 to 11
Total number of places	30
Number of children on roll	50
Name of registered person	Hobbs, Julie
Registered person unique reference number	2649945
Telephone number	07840181491
Date of previous inspection	Not applicable

Information about this early years setting

Julie's Holiday Club registered in 2021. It operates from Halling Primary School in Rochester, Kent. The club is open from 8.30am to 5pm each weekday during school holidays only. The provider holds a level 5 qualification.

Information about this inspection

Inspector

Victoria Salisbury

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 that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children told the inspector about their friends and what they like to do when they are at the club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with leaders and managers about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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