

Creative Kidz Holiday Playscheme

Inspection report for early years provision

Unique reference number EY427758
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Inspector Jacqueline Munden

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Creative Kidz Holiday Playscheme registered in 2011. It is one of six privately owned settings. The play scheme operates from the sports pavilion within the grounds of Hamble Community Sports College in Hamble, Southampton. The club opens from 8am until 6pm each week day during school holidays. Children access a secure outdoor play area and some of the college grounds.

The playscheme is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The group is registered to care for a maximum of 24 children aged from three years to under eight years at any one time. Older children up to the age of 12 years may also attend. There are currently 20 children on roll, six of these are in the early years age group. The setting supports children with special educational needs and/or disabilities. All staff working with the children hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children have fun and thrive in the fully inclusive and nurturing environment the holiday playscheme provides. The extremely strong relationships forged with parents and others involved in children's care ensures all their individual needs are met successfully. The exceptionally effective management structure of the playscheme provides outstanding leadership to the enthusiastic, well qualified team of staff. This results in all aspects of the setting operating safely and efficiently. This has a significant impact on children's enjoyment, care and development. Overall, continuous and rigorous self-evaluation brings about improvements that greatly improve outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the system used to evaluate the activities children take part in to enhance their enjoyment and learning.

The effectiveness of leadership and management of the early years provision

The meticulous systems and care taken by management and staff help children settle very quickly. Detailed records are maintained to ensure each child's welfare

is fully promoted, and to plan for their enjoyment and development. Children are extremely well safeguarded. Risk assessments are used highly effectively to ensure all children are kept safe and healthy. The robust recruitment and vetting procedures ensure all adults are suitable to work with them. All staff are trained in child protection. They are aware of the appropriate procedure to follow should they have a concern regarding a child in their care. A wide range of policies and procedures underpin the setting's exemplary practice; they are monitored and updated regularly and parents can refer to them easily. For example, the storage of mobile phones means staff cannot be distracted by them when working with children.

The setting places an extremely high focus and commitment to promoting equality and diversity. This is significant in ensuring all children are valued and included. All areas are superbly organised and resourced providing stimulation and challenge to every child, both indoors and outside. For example, left handed scissors and golf clubs are available for children who prefer to use their left hand. Children with special educational needs and/or disabilities and those who speak English as an additional language are welcomed. They are supported by very caring and appropriately trained staff. Effective strategies are used, such as, using key words in a child's home language. This helps them to quickly settle and feel part of the setting. Very effective relationships are forged with parents, carers and others involved in children's care. The excellent systems for sharing information with parents ensure children's individual needs are met at all times. Parents and carers report they are tremendously pleased with how happy their children are and how quickly they are made to feel welcome.

Management and staff work cohesively striving to seek ways in which to drive improvement in all aspects of the provision. All staff have high expectations and show a strong commitment to developing and sharing their professional skills. Everyone is involved in the evaluation process, including parents and children. For example, parent's feedback is sought during every playscheme that runs. Staff value and act upon children's ideas offered during the session and through the club council. Overall, staff evaluate the effectiveness of activities well to help them plan for the future. Practice in the setting is reflected on at team meetings and development plans are used very effectively to plan and bring about improvements for children.

The quality and standards of the early years provision and outcomes for children

Children are extremely confident, happy and settled in the holiday playscheme where the focus is on having fun. A high emphasis is placed upon developing their skills for the future. This is achieved extremely well as staff use effective systems to help them feel safe and secure. Staff find out about each child preferences when they first start at the playscheme. They take time to show each one round; making sure they know all about what to expect to help them feel confident to move around the setting. For example, children learn where the toilets are and see what the outside area is like. Children learn the safety procedures, such as, where

to leave the building in an emergency. They move their self-registration name card to show when they leave the room to go to the toilet. Staff have attended training in behaviour management. They successfully implement the effective and positive strategies they learnt. As a result, children develop high levels of personal and social skills. They play collaboratively, behave exceptionally well and show great care and concern for others as they play. For example, they happily share toys and take turns when playing with the computer games. The older children are particularly supportive of the younger children. For example, they show them how to create their own profile for a computer programme. Children respond well to the stickers and certificates awarded for their very good behaviour. Children develop great independence as they make their own sandwiches and select the activities to take part in. All areas are superbly organised and resourced providing stimulation and challenge to every child, both indoors and outside. This allows all children to make choices and take part at their own development level. Meal times are unrushed and are used very effectively as social event; allowing children the time to chat and get to know each other. As a result, children quickly develop close relationships with staff and children and a harmonious atmosphere permeates the setting.

Children happily participate in some planned, adult-led activities that take account of children's interests. For example, to celebrate Diwali, staff ask children what materials children would prefer to use to make Rangoli patterns. Children say they want to colour pictures. These are valued and displayed for all to enjoy. Staff extend the activity providing opportunities for children to create designs using small beads placed on a template and clay to make divas. Children equally enjoy initiating their own play. For example, they use small construction bricks to carefully design and build models. They play together, creating elaborate stories for the characters in the world they create. Staff help children to achieve their ideas by valuing and including them at all times. For example, children want to collect the leaves they can see being blown from the roof of the building. They don their coats and excitedly stand in rain picking up the leaves as they reach the ground. Children decide they want to make leaf prints with their collection.

Children develop a huge awareness of healthy living. They spend lots of time taking part in physical exercise both indoors and outside. They greatly benefit from free access to the enclosed area outside and vast areas available on the college site. For example, they play golf and take part in races on the bouncy hoppers and go to the all weather courts to play football. Children enjoy picnics and going for nature walks on the grass areas. Indoors, children relish playing together using computer style, interactive games. They follow jump and step, stretching their arms as they follow dance routines. Children laugh as they frantically move the controllers they hold up and down as they milk a cow. Children are encouraged to learn about and to make healthy choices of food at meal times. They follow good hygiene routines to keep healthy.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met