

PT Holiday Club

Inspection report for early years provision

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Inspector	Jim Bostock

Setting address	Le Cateau Cp School, Le Cateau Road, CATTERICK GARRISON, North Yorkshire, DL9 4ED
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Type of setting	Childcare on non-domestic premises

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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).

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

PT Holiday Club was registered in July 2010. It is privately owned and managed by the proprietor. It is sited within Le Cateau County Primary School in Catterick Garrison, North Yorkshire. The club uses the school hall, foyer, IT suite, library, middle courtyard, school field, Foundation Unit indoor and outdoor areas and the music room portacabin in the school grounds. The group has access to an enclosed outdoor play area. Most children live in and around the local area and attend the school. Children also attend other schools within the North Yorkshire area.

The club is registered to care for a maximum of 50 children aged under eight years. Of these, 25 may be under 2 years. The club provides crèche facilities during parent evenings several times throughout the academic year. Care is also provided for children up to 12 years of age. Currently, there are 98 children on roll; 70 aged under eight and 19 in the early years age range. The club is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The club opens each weekday from 8am to 6pm during school holidays only and 3pm to 6pm during school term time. It is closed during the week between Christmas and New Year.

The club employs 11 members of staff, seven of whom hold a recognised early years qualification at level 3. The remaining four staff are working towards an early years qualification at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy to attend this setting as their needs are met well. All children are treated equally, with respect, acceptance and inclusion of any individual need related to culture or disability. Children's progress and development are good as they have access to fun and mostly well resourced activities. Staff are warm and caring as they help children's learning and play. Strong systems for self-evaluation are in place and contribute to the club's good capacity for continuous improvement. Communication with others involved in children's care is usually effective.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the systems for communicating information between all settings where children receive care and education, and with parents, to secure continuity of experience for each child
- provide more resources to help children who attend the after-school club to understand similarities and differences in a diverse society.

The effectiveness of leadership and management of the early years provision

All staff are confident in their roles and responsibilities in relation to safeguarding children in their care. They have a good knowledge of the child protection procedures to follow and successfully contribute to children's welfare. All staff are cleared as suitable to work with children. Children's safety is given high importance. Staff carry out risk assessments which fully cover all areas children may use. All documentation, policies and procedures are in place to meet children's needs.

Leaders and managers embed ambition and drive improvement well. Self-evaluation processes are detailed and involve parents, carers and children. Staff value and respect children's differing backgrounds and abilities. Children are encouraged to learn about difference and diversity, for instance, when supporting fundraising events such as 'Children in Need'. Many resources related to difference and diversity are available to children attending the holiday and crèche services. However, these are not readily available to children attending the after-school club. This restricts their understanding of similarities and differences in society.

There are good relationships with parents and carers who are particularly impressed with the 'fantastic staff'. Very good policies and procedures support children of parents away on duty with the Armed Forces. For example, staff help children keep in contact by composing electronic letters known as 'E Blueys'. The positive and constructive dialogue with the school which children attend does not identify children's progress. Leaders are aware that they do not communicate effectively with other settings in order to provide a coherent approach to meeting children's needs.

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

Children enjoy good relationships with staff and their peers and are extremely happy at the club. Staff ensure children feel comfortable and secure and respond well to their individual needs. As a result of the consistent boundaries and routines, children behave and respond well. Staff encourage children to help tidy up and so contribute positively to the club and they do so readily. All children receive lots of praise and encouragement from adults.

Staff plan, observe and assess what children know and can do. However, they do not make full use of parents' knowledge of their children's progress. Key staff are knowledgeable about the Early Years Foundation Stage and have systems to monitor children's development and identify their next learning steps. Children's independence is well promoted as they make their own choices from the wide range of activities and resources provided. Staff interact very well with all children and know them well. They take time to talk and play with individual children to ensure they are developing their skills and learning. For example, they read daily with children from their school reading book. There is a generally good range of

resources and activities to ensure children enjoy activities in all areas of learning. There are good plans in place to meet children's needs when attending evening crèches and the holiday club. The staff team is cohesive and provides a stable environment for children. Staff work together effectively to ensure they offer children constant support and supervision.

Children develop their language, mathematical and social skills well. For instance, they show care for each other by sharing and cooperating. They use a good range of words and sentences to speak with purpose and are beginning to recognise letters and numbers.

Children are developing their understanding of a healthy lifestyle. For instance, they are beginning to understand that they need plenty of liquids to stay healthy. They eagerly exercise, learn and play outdoors. Children's sense of enjoyment and achievement is evident, especially when they zip around outdoors on the small wheeled 'Z bugs'. Vigilant staff help children to understand how to play safely. There are regular fire drills to help children learn how to evacuate the premises in an emergency. They also participate in anti-bullying activities. Children say they feel safe. Staff promote well children's sense of responsibility, care for others and good communication skills. These are all essential aspects for their future wellbeing.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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