

Energy Kidz Holiday Club at Emmer Green Primary School

Emmer Green Cp School, Grove Road, Emmer Green, READING, RG4 8LN

Inspection date	30/10/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy at the holiday club and behave very well. They form good relationships with the staff who care for them and with other children attending.
- Staff support children's safety, health and well-being. There are regular opportunities for children to be outdoors and take part in group activities. Staff thoroughly promote children's independence.
- Children engage in a wide range of activities that support their cooperation with others, physical development, and communication.

It is not yet outstanding because

- There are fewer opportunities for children to share what they enjoy doing or would like to do in the future, in order to support staff in their planning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in the play and in their interactions with staff.
- The inspector engaged in conversation with staff, children and parents.
- The inspector sampled the club's documentation and children's records.
- The inspector sampled feedback from parents and discussed plan for future priorities with managers.

Inspector

Aileen Finan

Full Report

Information about the setting

Energy Kidz Holiday Club at Emmer Green Primary School registered in 2013. It is one of a number of holiday, breakfast and afterschool clubs run by Energy Kidz Ltd. The holiday club uses various areas of the school, including the sports hall and school grounds. The holiday club is open from 8am to 6pm each day during the school holidays with a core day being 10am to 4pm. Children attend from the local surrounding areas. The holiday club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It provides care for children aged from four to 11 years. The holiday club employs four staff, of these two hold appropriate early years qualifications and one staff member is a sports coach.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop additional ways to find out what all children enjoyed doing during the day and what they would like to do in the future, to further challenge and promote their learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff demonstrate they have a good understanding of the learning and development requirements for the Early Years Foundation Stage and of how children develop. They take the time to talk to parents about their children and to observe them effectively when they initially attend. Consequently, staff show that they are aware of children's interests and backgrounds. Staff help children to settle in, make friends and play together. This supports children's personal, social and emotional development securely. As a result, children are eager to join in and have fun. Staff seek information about children's capabilities and development to complement their learning and development they receive during the school term. During the holiday club sessions staff add their observations of children's progress. This enables them to consider children's next steps, and identify some of the emerging interests children have.

Children can help themselves to a good range of play resources easily. They freely choose to play outside on the field using the physical play resources, sports equipment and team games or sit together chatting on the wooden train. Indoors children choose from a good range of art and craft activities, board games, cars, dolls, small world play, construction. They enjoy sitting reading or taking part in writing and drawing activities. Staff are readily

on hand to support their needs and are deployed effectively throughout the day.

Children have close bonds with the staff. For example, they build dens indoors together using the parachute. They pretend to make cups of tea and add the sugar by counting how many teaspoons they pour into the cup. Children talk about their art and craft enthusiastically. Staff help them to make pumpkin stained windows or black bats for Halloween. Children play a game of 'snap' and can identify when two cards are a pair and who is winning the game. Through these positive interactions with the children, staff effectively promote children's language and communication. They help children to secure skills in their social interactions that will support their future learning and development.

The contribution of the early years provision to the well-being of children

Children's safety is a high priority at the holiday club. Staff are thorough in explaining the rules of the day. For example, they remind children about washing hands after outdoor play and prior to eating. Children are aware that it is important not to share or swap snacks or meals. They understand the importance of informing staff when they go to the toilet so that staff know where they are at all times. Children explain the evacuation procedures as the fire alarm bell sounds in practise. They are confident to acknowledge about being kind and respectful to one another. This effective practice helps children to develop relationships, understand the importance of rules and supports their independence.

Children have warm bonds with the staff and develop positive relationships with the other children attending through their play. For example, all the children take part in group games. This helps them to learn each other's name, interact together and to feel valued. Consequently, they demonstrate their self-awareness and confidence. Children are extremely well behaved as they demonstrate respect for their friends, staff and their environment. They follow instructions appropriately. For example, listening as the sports coach explains how to hold the tennis racquet, so not to damage it as they play. Children help to tidy up and set out mats for physical play activities at the end of the day. They take turns and share resources. Although older children are confident to make suggestions for activities and themes for the week, there are fewer opportunities, however, for younger children to be actively part of the daily evaluation. For example, by giving staff their feedback on what they may like to do and what they enjoy most. Nevertheless, children are very happy to engage in their activities and take part in group games, sports, and small group or solitary freely chosen play.

Parents provide children's food, but drinking water is always readily available. Staff are aware of children's dietary needs and any allergies or preferences. Children benefit from regular daily outdoor activities, which promote their physical development. They are able to use the playground or the vast stimulating spaces of the school field. They run around with their 'light sabres' chasing one another or build dens for role-play. They confidently invent and share games together using the large foam construction pieces.

The effectiveness of the leadership and management of the early years

provision

The holiday club staff have a good understanding of the safeguarding and welfare requirements for the Statutory Framework of the Early Years Foundation Stage. Recruitment procedures are effective in checking that the adults working with children are suitable to do so. All staff complete safeguarding training as part of their robust induction process. They understand their responsibilities to safeguard the children they care for and the procedures to take should they have a concern about a child in their care. The holiday club has effective policies and procedures in place, which staff adhere to appropriately. There are systems to share these policies with parents through the parent handbook and on the club's website. Therefore, parents are aware of how their children are kept safe, healthy and how their well-being is supported.

Staff are positive role models to the children. They have a good working relationship with one another. Staff are deployed well throughout the day. The management and staff are reflective on their practice and are therefore confident to evaluate their priorities for the future and highlight the strengths of their provision. Parent's views, through questionnaires further support the effectiveness of how the club prioritises their targets for future improvement.

The club has effective partnerships with the school where they are based in relation to using the environment. Staff have positive partnerships with parents and work closely with them to ensure children's needs are met. Parents state that staff are friendly and that children enjoy attending. They add that the club provides children with opportunities to take part in a range of activities and make new friends. Staff have an accurate understanding of children's starting points, achievements and capabilities. Children demonstrate that they are happy to attend the holiday club, and are confident and sociable children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY462494
Local authority	Reading
Inspection number	916380
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	30
Number of children on roll	81
Name of provider	Energy Kidz Ltd
Date of previous inspection	not applicable
Telephone number	0845 519 4470

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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