

Inspection date	5 August 2015
Previous inspection date	7 April 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff form very strong and warm relationships with all children. They create a highly positive atmosphere where children quickly form friendships and confidently talk to each other about themselves. This very effectively promotes children's well-being.
- Staff provide an extremely welcoming and stimulating environment. They set out a wide range of activities and resources, and expertly divide the large hall into different activity areas. This helps children to make independent choices in their play and supports them to concentrate on their chosen interest, whether it is basketball or more focused activities, such as construction and board games.
- Children feel very secure and receive excellent support to take the lead in their play because staff skilfully deploy themselves amongst the children and various activities. Staff supervise children very well at all times, to promote children's welfare and extend their learning.
- Management prioritises safeguarding children. It ensures staff continuously monitor the safety of the premises, regularly inform children of emergency evacuation arrangements and have a good understanding of child protection procedures.

It is not yet outstanding because:

- At times, staff do not successfully prepare for planned activities in advance. As a result, children spend too long waiting for staff to organise activities, which reduces the time they have to participate in the stimulating range of experiences.
- Although staff form strong links with the host school, partnerships working with other schools that children attend are not as effective, to continue building on children's next steps in learning.

What the setting needs to do to improve further

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

- improve the organisation of activities and routines so that children spend less time waiting for staff to prepare for the next activity to begin
- strengthen links with other schools that children attend, to enable staff to identify how they can contribute to all children's learning and enjoyment.

Inspection activities

- The inspector observed planned activities and children's self-chosen play, both indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to the managers and staff at appropriate times throughout the inspection.
- The inspector held discussions with parents and children, to take account of their views.
- The inspector sampled documentation including risk assessments, staff suitability checks and activity planning.

Inspector

Sarah Madge

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children greatly enjoy their time at the setting. Staff plan a stimulating range of activities that fascinate and motivate children. For example, during science week, children excitably make erupting volcanoes. They talk about what happens, comparing it to their knowledge of real volcanoes, and carefully study the effect of adding vinegar. Partnerships with parents are good because staff inform them how they will be supporting children's development during each holiday. Staff interact well with the children; for instance, they get down on their knees to enable better eye contact, which makes children feel valued and develops their confidence to initiate discussion.

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

Children develop very high self-confidence and excellent social skills. Staff take particular care to ensure that children have superb personal independence. For example, children take responsibility for their own belongings, dress themselves, prepare their fruit at snack time and pour their own drinks. Staff engage children exceptionally well to actively encourage them to think about the importance of healthy lifestyles. For instance, staff initiate discussions about the amount of water children should drink each day and encourage children to listen to the changes in their heartbeats before and after physical exercise. Staff regularly review thorough risk assessments of the premises, outings and activities, to help keep children safe and secure at all times. Children have a clear understanding of staff's expectations, which helps them to take responsibility for their own safety, such as when forming a 'walking bus' to the park. Highly successful staff deployment means that staff provide excellent assistance to all children, especially those that need a little support and encouragement, so they settle into activities of their choice.

The effectiveness of the leadership and management of the early years provision is good

The management and staff demonstrate a secure understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. Regular staff supervision meetings provide good support for all staff to help them promote the welfare and well-being of their key children. The managers and staff meet regularly to discuss and evaluate practice, and share ideas. Staff use knowledge gained from their qualifications well, to make improvements to their individual practice. For example, for some staff, training has developed a stronger understanding of how to communicate with younger children. Management and staff reflect well on their strengths and areas for development. They seek feedback from parents and children as part of the self-evaluation process, to help identify areas to improve and promote positive outcomes for children. This has helped them to address the recommendation raised at the last inspection well.

Setting details

Unique reference number	EY397985
Local authority	Devon
Inspection number	985201
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	347
Name of provider	Fun in School Holidays (FISH) Partnership
Date of previous inspection	7 April 2010
Telephone number	08445618847

F.I.S.H registered in September 2009. It is one of eight facilities operating in Devon by the same private owners. It operates from Ladysmith Junior School in the Heavitree area of Exeter, Devon. The group has use of the sports hall and a designated room with kitchenette, as well as toilet facilities. Children have access to the field and playground for outdoor play. The after-school club operates from 3.30pm to 6pm, during term time only. The holiday club opens from 8am to 5.30pm during all school holidays except at Christmas. There are 13 members of staff, 10 of whom hold appropriate qualifications to at least level 2. Four members of staff hold childcare-relevant degrees.

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