

# Energy Kidz Holiday Club At The Coombes CE Primary School

Coombes CE Primary School, School Road, Arborfield Cross, READING, RG2 9NX

<b>Inspection date</b>	20/08/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Staff are happy and enthusiastic in their roles, creating a fun holiday atmosphere.
- Children behave well. They are developing their abilities to make choices, take turns, share and work in partnership with others as they undertake daily challenges.
- Children enjoy the freedom to explore the attractive outdoor areas and develop their physical skills.
- Parents speak positively about the warm welcome they receive and the children's fun experiences at the holiday club.
- Staff take good care to encourage children's awareness of health and safety issues.

### It is not yet outstanding because

- Ways to promote diversity to help children understand more about the social world around them are not fully developed.
- The current systems in place to seek parents' and children's views are not fully effective in helping staff identify areas for improvement in the quality of the provision.

## **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 viewed the premises and resources with the manager.
- The inspector observed the children at play.
- The inspector examined a sample of records and documents provided by the manager.
- The inspector discussed the provision with three parents.
- The inspector discussed the provider's self-evaluation.

## **Inspector**

Lynne Lewington

## Full Report

### Information about the setting

Energy Kidz Holiday Club at The Coombes CE Primary School registered in 2013. It is located in Arborfield Cross near Reading, in Berkshire. It operates from the infant block of the school and is one of eight clubs run by Energy Kidz Ltd. Children have access to a base room, two other classrooms, the hall, library and information technology suite. A large, fully enclosed area is available for outdoor play.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Sessions run each weekday from 8am to 6pm in all school holidays.

There are currently 215 children on roll. The club supports children who speak languages other than English. The club employs 12 staff. The managers hold qualifications in playwork and sports coaching at levels 2 and 3. Other staff hold qualifications in playwork and childcare at level 2 and level 3.

### What the setting needs to do to improve further

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

- develop innovative ways to obtain parents' and children's views of the club in order to inform and continuously develop the quality of what is provided
  
- develop ways to further promote diversity within the club.

### Inspection judgements

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

This well organised club provides a happy holiday atmosphere. Children enjoy a broad variety of activities throughout the day. They enjoy opportunities to make independent choices and take part in team challenges every day. Children learn from each other as they play and can clearly be seen developing their confidence and skills. For example, children bring their bicycles and scooters from home and enjoy the opportunities to safely ride around the pathways and play areas. They enjoy the competitive team games and the majority join in with enthusiasm. Provision is made for those who do not wish to participate, ensuring they are included and continue to enjoy the play experiences. Children use their imagination to think of names for their teams each day and rise to the fresh challenges with great enthusiasm. They happily recall past events as they look at

photographs. For example, they participated in a bin bag fashion challenge, created the longest possible marble runs with paper and tape and organised a talent show.

Children independently make posters to promote their teams and activities. This provides fun opportunities to develop creative skills and abilities to write and spell. Staff encourage and support the children in their activities, ensuring resources are easily available and everyone has an opportunity to participate. Staff encourage children to think about size and shape informally as they play. For example, as they build a huge tower with wooden blocks, they talk about the height of the tower and the position of additional bricks. Children's understanding of the world increases through carefully planned activities. For instance, children show great interest in the butterflies which have emerged. They look at them through the magnifying glass and have access to books to support their interest and increase their knowledge. The fire service visited the children and talked to them about fire safety. The children have used their fire safety knowledge to safely enjoy an opportunity to toast marshmallows on the fire pit.

Staff recognise the needs of the younger children and ensure they have opportunities relevant to their interests and abilities. A range of toys are stored at low level to enable them to make choices and select items so they gain independence. They make use of dressing-up resources and the many large curtains and sheets, which they use to make dens both indoors and out, to develop imaginative play.

Staff gather information from parents about each child, including information about the activities they like in order to plan and encourage children's interests. Staff observe the children and identify potential next steps for learning to be encouraged. These records are available for parents to see if they wish and also help the staff plan appropriate experiences and challenges.

Good care is taken to acknowledge other languages children may know and speak. By talking to parents the staff have gathered greeting words from the 10 languages children speak. However, staff recognise that promoting diversity is an area for development and is currently working at this, to support children's understanding of the social world around them. If children have special educational needs and/or disabilities the staff plan appropriately, in partnership with parents, to ensure they understand and support the child's needs and also have additional staff if necessary.

All children appear to thoroughly enjoy the holiday club. They have opportunities to use their knowledge and develop their skills as they participate with others. Self-confidence and the ability to talk in front of others develops as the children share ideas and talk about their creations. This all contributes positively to their abilities to continuously progress in all aspects of their learning. The children's teams each have a leader who acts as a key person, getting to know the individual children and their parents. This aids communication and continuity in the children's care and enjoyment of the club. Parents provide comprehensive information about their child and good links with the school enable the staff to fully understand and support individual children's needs.

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

Staff greet children and parents warmly as they arrive, helping to make every individual feel welcome. The familiar staff and daily routines help to increase children's confidence and sense of security. Their well-being and independence is promoted effectively as they make choices and learn how to look after their needs through staff's gentle reminders. For example, staff remind the children to have regular drinks of water because it is hot. A drinks station is frequently replenished ensuring children can easily get a drink of water or refill their water bottles if they wish.

Staff act as good role models to the children. They talk calmly and clearly to the children and each other. Children behave well and staff encourage good manners and consideration for others. Staff supervise each area, indoors and outdoors effectively at all times, enabling children to move freely between the two environments. Children are learning to respect and tolerate others through their activities. They accept defeat graciously and celebrate each other's success, good naturedly, as they cheer each other on in their team games. They are learning through these activities to take turns, share and negotiate.

Staff actively encourage children to develop their awareness of safe behaviour. They undertake a fire evacuation at different times every week ensuring they can swiftly evacuate the premises and meet in the appropriate place. Children develop their awareness of the club's rules through group conversations. The children help to devise the rules and they understand they are in place to help them enjoy the experiences available. Children are encouraged to bring healthy food and mealtimes are relaxed, happy times. Many children show a good awareness of appropriate hygiene routines and staff also remind them of good practices and why they are important. There are quiet areas where children can rest if they wish and at the end of the day they have an opportunity to spend a relaxing time in the school library, making use of the wide variety of books.

Children have excellent opportunities to develop their physical skills as they use the well-equipped attractive outdoor areas. They climb with supervision on the adventure playground, follow the paths and trails through the grounds, climb on the boulders, and make dens. Staff and children dance spontaneously to the popular music as they undertake challenges. This is a happy and fun environment and the experiences and activities the children undertake all help to enhance their abilities to enjoy their lives and develop their skills. This enhances their development in school as they become confident individuals.

### **The effectiveness of the leadership and management of the early years provision**

The knowledgeable and enthusiastic staff team creates a holiday atmosphere as they

promote all aspects of young children's development in a fun and relaxed way. The children benefit from access to exciting and interesting outdoor areas which the staff ensure are used effectively. Staff maintain appropriate simple records of the young children's developmental progress and potential next steps in learning. This helps to ensure the youngest children receive the help and encouragement they need to benefit from the holiday club experience.

Staff demonstrate a good knowledge of safeguarding procedures and the action they must take if they are concerned about a child or the behaviour of colleagues. Policies and procedures are in place to support good practice and inform parents of the staff's safeguarding role and responsibilities. All staff undertake safeguarding training before they take up their post. Staff do not use their mobile phones when working and all photographs are taken with the club's tablet computer. These photographs are used to create displays and children like to look at the photographs and recall events, which helps them feel a sense of belonging.

Self-evaluation takes into account the views of all involved. Staff participate in regular meetings and plans are in place to seek feedback from the school and the views of parents and children. However, although the management is aware that few parents respond to the questionnaires, they have not made other plans to seek views and opinions to help drive improvement. They talk to the children and gather their views about the activities and routines. Children's views are valued and used to enhance the provision. However, this may not reflect the views of the younger children who may not be as able to vocalise their views. The club has also participated in the local authority audit to evaluate their practice and drive improvement in the outcomes for children. They have a simple achievable development plan, taking into account the feedback they have received from various sources.

Staff are well supported in their roles by the company's management system. The area manager visits each week and informal discussions are held at the end of each day to evaluate the day. Staff all complete the company's training and are encouraged to complete first aid training. Relevant play work information is regularly circulated to enhance the staff's knowledge and ideas. Staff performance is monitored and any concerns are brought to the attention of the area manager who will take appropriate action to minimise potential impact on the outcomes for children.

Partnerships with parents are good. Parents speak positively about the club and report that their children want to come every day. They feel well informed about the club and what their children do because photographs are put up on display and staff talk to them each day. Parents also appreciate the freedom children have to explore and play outdoors. The management team recognises the importance of developing positive partnerships with the school and the local authority. Management is proactive in developing these relationships in order to continuously enhance the opportunities and quality of care available to the 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

<b>Unique reference number</b>	EY458887
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	902841
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 12
<b>Total number of places</b>	70
<b>Number of children on roll</b>	215
<b>Name of provider</b>	Energy Kidz Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01189760751

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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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