

Castle Kids

Inspection report for early years provision

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Inspector Nicola Jayne Pascoe

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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

Castle Kids Holiday Club opened in 2009 and operates from a section of the Woodlands building, which is sited within the grounds of the Tregenna Castle Hotel, in St.Ives, Cornwall. The holiday club rooms are situated on the first floor and are accessed via a flight of external steps. Children have access to a fully enclosed outdoor play area and use of the extensive hotel grounds. The setting is open each weekday and provides full day care from 8.00am to 6.00pm for 52 weeks of the year.

The holiday club is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 12 children may attend the holiday club at any one time. There are currently nine children in the early years age group on roll, some are in part-time places. The nursery supports children with special educational needs and disabilities and children who speak English as an additional language. There are three members of staff working with the children, all of whom hold appropriate early years qualifications to at least an NVQ Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Castle Kids Club provides excellent standards of care and education for all children attending. The manager is highly skilled and all staff are committed to the principles of the Early Years Foundation Stage (EYFS). As a result of their excellent practice, children's individual and diverse needs are extremely well met. The manager's proactive and positive attitude and ability to establish exceptionally effective partnerships with parents and early years agencies is a key element which underpins the overall success of this provision. The setting has developed effective systems for monitoring the childcare practice which they intend to formalise in order to further improve their ability to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- implementing a formal system for self-evaluation in order to monitor and maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

Staff have wholeheartedly embraced the EYFS and demonstrate an excellent knowledge and understanding of the requirements. They are committed to ongoing development of the practice and intend to achieve improvement through

continual evaluation, ongoing training and working in partnership with the local authority and other early years agencies. The setting demonstrates a very good understanding of the importance and value of working closely with any other providers of the EYFS, in order to maintain continuity of care and cohesive learning experiences for those children attending more than one early years provision. Children are listened to and their ideas, preferences and suggestions are respected and acted upon. Staff interact extremely well with children at all times to support and encourage them in their chosen activity. Very informative initial profiles are completed by the children and their parents upon enrolment. These are used to successfully identify children's individual abilities, preferences and interests, in order to support children when settling and to effectively promote their learning and development through appropriately challenging and enjoyable activities. Evidence is available from children's 'Learning Journals', that observation and assessment systems are used exceptionally well to identify individual 'next steps' for children's progress, which are linked to future planned activities.

The setting has established excellent partnerships with parents and makes very good use of children's and parents' comments and suggestions to identify areas for improvement. Through very effective use of reflective practice staff have identified several areas for improvement, which includes use of formal written self-evaluation system, continuing to implement staff appraisals and the introduction of Makaton. The setting offers an inclusive environment in which every child is treated as an individual. A vast range of high quality toys, resources, materials and equipment is freely accessible to the children attending. Staff actively promote children's awareness and respect for people's differences through the provision of a good range of resources and visual aids and by carefully planning to provide activities which explore cultural diversity.

Children are very well safeguarded as staff follow excellent procedures to maintain children's safety and security at all times. Vetting procedures are robust and all staff are checked for suitability before working unsupervised with children. The premises are kept secure and all visitors are closely monitored. The setting makes excellent use of coded key pads, vision panels, phone links and CCTV to ensure that unauthorised persons do not enter the setting. The provision offers a well maintained, stimulating and enabling environment for all children attending.

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

Children are actively engaged in purposeful and worthwhile activities at all times. Excellent systems are in place to welcome parents and children to the setting. As a result, children happily separate from parents, engage in interesting and enjoyable activities, join-in group activities, socialise very well and benefit from positive relationships with adults and peers. Children are fully involved in the operation of the setting as they make choices, influence decisions and provide evaluative feedback on activities. They are keen to take responsibility for themselves and their environment as they enthusiastically tidy away their toys and resources before lunch. Staff provide an excellent range of freely accessible and stimulating toys, resources, equipment and tools in addition to planned activities in order to

promote children's learning and development.

Children are developing a very good awareness of maintaining their own safety, as staff educate them through planned activities and follow rigorous procedures to provide a safe and secure environment. Fire evacuation procedures are practised on a weekly basis in order to develop children's familiarity and confidence. The designated child protection officer is confident and capable in her ability to identify, record and report any concerns promptly and appropriately. Children are developing their understanding of the importance of maintaining their good health as they wash their hands before and after eating and enjoy healthy and nutritious snacks and meals. Staff consider and respect children's food preferences and plan well to ensure that children are offered their favourite healthy foods. Staff actively engage children in discussion about the benefits of healthy food and drink upon their growth and development. Children greatly enjoy daily opportunities to explore the outdoor environment and regularly play in the secure play area and participate in nature walks through the hotel's extensive grounds. Children benefit from fresh air and physical exercise regardless of the weather as they wear protective clothing when necessary. Very good use is made of the outdoor environment for investigation and exploration.

Children paint and draw freely and creatively to express their ideas. Through use of photos and labels they are able to identify favourite toys in storage boxes. Lots of bright notices are used to promote health, hygiene, number recognition, letter recognition and to label children's art and wall displays. Children and adults communicate enthusiastically throughout the session. Children share and count out fruit at snack time, sort, match and build with construction, make patterns and problem solve when using clay to mould different shapes. Children enjoy weighing and measuring during cooking activities and they add and subtract when singing favourite songs such as 'Ten little ducks went swimming one day' and 'Ten little speckled frogs'. Older children play traditional board games with adult support and show considerable levels of skill in their ability to negotiate, take turns and cooperate when applying the rules.

Children are competent users of information technology as the play interactive sports games, have appropriate and supervised internet access and explore interactive books. They enjoy cooking activities through which they can observe the change in consistencies, flavours and aroma of a variety of ingredients. Children are developing a very good awareness and respect for people's differences, through use of a good range of resources and through planned activities. They are learning to tell the time using a wall clock displayed at child height and by playing 'What is the time Mr Wolf'. Younger children benefit from familiar daily routines to promote an understanding of the passing of time and provide a strong sense of security. Children enjoy excellent opportunities to be creative as they use clay to make pots, carefully achieve delicate leaf rubbings, paint and make junk models and bubble paintings. They explore the water tray which is filled with pebbles, water and model divers and diving equipment. They are curious, inquisitive and keen to learn. Children particularly enjoy imaginative play using the excellent range of resources provided in the kitchen role play area. They are currently celebrating Halloween and have made dancing skeletons, pumpkin pictures, masks and Halloween themed decorations.

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

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| 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

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| How effectively is the Early Years Foundation Stage led and managed? | 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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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| 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