

# Spring Meadows Holiday Club



The Barclay School, Walkern Road, STEVENAGE, Hertfordshire SG1 3RB

<b>Inspection date</b>	18 February 2019
Previous inspection date	11 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### This provision is good

- The enthusiastic provider and her team of staff put a great deal of thought and effort into the experiences they provide for children. For example, in their own time, they research ideas for activities online to help maintain children's high levels of interest. Staff are looking to source a course on face-painting, recognising this as a current interest of the children.
- Staff work very well together. They listen to each other's ideas and use good methods of communication. This helps to aid the smooth running of the club and provides a good role model for children on how to behave.
- The club is well organised. For example, parents and children receive a detailed plan of events before the club opens during each holiday. Children know what activities will be available. This helps them to make informed choices about how they spend their time.
- Well-qualified staff oversee the care of the youngest children. They draw on a wealth of experience gained through their work in the local schools. This helps to ensure the individual care needs of every child are met from the moment they start.
- Children are clear about expectations of behaviour. For example, they know that on outings they must listen to the staff and stay with the group and they may be courteous and wave if they see someone that they recognise. Staff listen carefully to children's requests and respond in a calm and positive way to reach an amicable agreement.
- Parents describe the club as 'laid back' with a relaxed atmosphere and say their children get to do messy things they cannot do at home. Children say 'We like it the way it is' and 'I like to make new friends'.
- Staff do not work as effectively as possible with all other settings that children attend, to share information and further support continuity for each child.
- Staff do not consistently encourage the most able children to take on the responsibility of small tasks to further support their developing independence.

## What the setting needs to do to improve further

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

- strengthen partnerships with the other settings that children attend to develop more effective ways to share information and further support children's continuity of care
- provide children with further opportunities that aid their developing independence.

### Inspection activities

- The inspector observed the activities indoors and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the club provider.
- The inspector held a meeting with the club provider. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector took account of the views of parents and children through written feedback provided.

**Inspector**  
Rachel Pepper

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a very good knowledge of the signs and symptoms that may indicate a child who is at risk of harm. They are aware of their responsibility to take swift action and know the correct procedures to follow to promote children's welfare. The provider is currently in the process of updating the fire-detection equipment on the premises. Children's safety is ensured during this period. Staff benefit from regular supervision and good training opportunities. For example, the provider recently supported the staff who have less experience of working with different age groups of children. Staff now ably adapt activities to challenge all children and help to prepare them for the next stage in their development. The provider regularly welcomes and listens to the views of parents and children. She takes prompt action to improve the service that she provides. For instance, following recent feedback, she has purchased more trains and tracks for the children to use in their play. She now limits the activities parents are required to pay extra for, aiming to be more affordable for families.

### Quality of teaching, learning and assessment is good

Children show good levels of engagement during planned activities. For example, they follow a set of written instructions to measure out and mix ingredients to form a soft dough. They then experiment with a wide range of available resources to make comparisons and begin to solve problems. Children are eager to talk about their discoveries. For instance, they recognise that the softness of the dough depends on the type of flour that they use. When young children add too much water, they describe the dough as 'sticky' and say 'it feels like glue'. Staff provide children with a good level of support and encourage them to try new experiences. They adapt their practice, for example, to enable children to use the resources in a range of ways. For example, children fill balloons with rice to make balls to juggle with. They recognise that the balloons make various sounds when they release the air at different speeds. Children then spend time with their friends experimenting with the noises the balloons can make. This results in fits of the giggles. Children enjoy imaginative play. For instance, they use a range of small dolls to act out their make-believe stories.

### Personal development, behaviour and welfare are good

Young children settle with ease from their very first sessions. The bonds they develop with key staff are almost instant. Staff provide children with sensitive support to help them get to know the daily routines. For example, they provide a gentle reminder when it is approaching the time to tidy away. This enables children to finish off their chosen games. Older children share their expertise with the younger children as they take turns to make decisions. Mealtimes are social occasions where children form friendships and share their experiences with others. Staff provide children with a variety of nutritious snacks to complement the lunches they bring from home. They ensure children have daily access to fresh air and exercise. These are just some of the ways that they promote children's good health.

## Setting details

<b>Unique reference number</b>	EY387719
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10074206
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	388
<b>Name of registered person</b>	Prior, Louise Anne
<b>Registered person unique reference number</b>	RP515305
<b>Date of previous inspection</b>	11 April 2016
<b>Telephone number</b>	07522960627

Spring Meadows Holiday Club registered in 2009 and is one of four clubs privately owned and managed. It operates from the scout hut within the grounds of The Barclay School in Stevenage. The club employs eleven members of childcare staff. Of these, five hold appropriate qualifications at level 2 or above. The club opens from Monday to Friday during school holidays from 7.50am until 6.15pm.

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