

Inspection of Barracudas

St Nicholas School, Hillingdon House, Harlow CM17 0NJ

Inspection date:

30 July 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are very excited to attend this stimulating and unique setting. They arrive very happy and eager to engage in a wide selection of fun and interesting activities. Leaders and staff create a very dynamic environment focused mainly on children's interests. They provide opportunities for children to make their own choices of games and resources to access next. For example, the main attraction of this setting is the swimming classes. Staff encourage children to learn about how to stay safe in the pool and surrounding areas, while assessing their strengths. Children follow instructions with confidence. They engage well with their peers in water games, laughing and giggling with excitement. This helps support children's social skills and build on their gross motor skills and stamina.

Staff have very high expectations of children, who behave exceptionally well and follow the setting's routines and boundaries. Staff encourage children to participate in briefing sessions at the beginning of each activity to learn more about their rules. Children are very confident to approach staff, such as to ask for help and enquire about new activities. They also have meaningful opportunities to be active and learn more about healthy lifestyles. For example, children refer to a chart to monitor their healthy snack intake throughout the day. As a result, they feel involved during their time at this setting, which supports their emotional resilience.

What does the early years setting do well and what does it need to do better?

- Staff and leaders create a diverse and inclusive provision. They discuss with the children their interests and preferences with the view to then plan a great selection of fun and exciting activities. Staff also complete an interest and needs form with parents of children with special educational needs and/or disabilities, which then informs the daily planning for their time at the setting.
- The environment is very spacious and children have access to large outdoor space and sports rooms. Outdoors, staff prompt children to engage in a parachute game. Children work well with their peers while becoming involved in conversations about what is going to happen next. Children also play coordinated games, where they need to take turns to be the main character. Staff give them clear directions and children follow them with confidence and enthusiasm. This supports children's understanding and role-playing skills.
- Staff engage very well with the children. They are warm, caring and very supportive. They compliment children's success and achievements and encourage them to express their views and preferences. Staff also support children to be independent learners. For example, before the racing activity, children put on the safety clothing while discussing with adults the reasons for wearing them. This helps enrich children's experiences and cognitive

development.

- Staff organise a game of football. They group the children in two teams and remind them of the rules. Children show high levels of energy and enthusiasm as they play football with their peers. They quickly become competitive while maintaining respect and consideration towards others. This further develops children's emotional well-being and their gross motor skills, balance and coordination.
- Leaders are very ambitious and have a clear vision for their setting. They aspire to deliver fun, inspirational and unique experiences for children. Leaders are very reflective and formed effective relationships and collaborations with outside professionals, such as coaches and instructors. They place a great emphasis on staff's well-being and professional development, finding creative ways to keep them motivated and inspired.
- Staff benefit from extensive induction sessions and complete regular training to keep their knowledge current. They report that they are very happy to work at this setting and feel supported by the leaders. Staff reflect on what children enjoy and discuss how they can improve their practice. They research and share new ideas, taking a very active role in planning activities. Staff work well together and are exemplary role models for all children.
- Partnership with parents is effective. They report that their children are always looking forward to attending this setting and feel very safe. Leaders seek their feedback to plan future events. Staff and parents exchange relevant information about children's activities and time spent at this setting, which provides continuity of care.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY501133
Local authority	Essex
Inspection number	10344283
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 14
Total number of places	50
Number of children on roll	267
Name of registered person	Young World Leisure Group Limited
Registered person unique reference number	RP900856
Telephone number	01480 467 567
Date of previous inspection	17 August 2018

Information about this early years setting

Barracudas registered in 2016. The setting employs 20 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday during some school holidays, from 8am to 6pm.

Information about this inspection

Inspector
Anca Sandu

Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provision.
- The provider showed the inspector around the provision. They discussed how the provision, and the activities are organised.
- The inspector observed the interactions between staff members and children and assessed how children's interests are considered when planning activities.
- Some parents met with the inspector who took into account their views.
- The inspector had discussions with the staff members about the activities provided for all children.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the leaders. She looked at the relevant documentation and reviewed evidence of suitability of the staff to work with children.

We carried out this inspection 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.

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