

Inspection of Spring Meadows Holiday Club

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

Inspection date:

1 November 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 arrive happily, they know what to do with their belongings and are keen to find their friends. Staff welcome children very warmly and join in with their chosen activities. Children are excited to share their news, such as about Halloween or Diwali celebrations. Staff give children their full attention and show a genuine interest in what children want to tell them. Staff are keen to let children know what they have learned from them, such as the reason why there are lots of candles in the house when celebrating Diwali.

The provider places a strong focus on providing an unstructured, relaxed environment for children during their school holidays. Children engage very well in their self-chosen activity. The atmosphere is friendly and calm and children display exceptional behaviour. Staff support children's emotional well-being effectively. They are aware of children who are feeling sad and regularly check in on them. Children have many opportunities to be active. They have space outdoors for running around or playing ball games. Children listen well to staff and respect the boundaries they put in place. This helps all children to explore and play safely.

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

- Staff get to know children as well as they can. Before they start to attend, the provider speaks to parents of the younger children. This helps staff to know what children's interests are and if they have any additional needs. The provider is in regular communication with parents. She is confident that moving to more electronic means of communication has enhanced information sharing between all parties.
- Children benefit from a well-resourced environment. They know what other toys are available to them and to ask staff if there is something else they want out. Children play imaginatively as they enjoy making up games with dolls, houses and train tracks. Other children thoroughly enjoy creative activities. They carefully colour in pictures or makes collages linked to themes, such as Halloween. Staff are always close by to offer support to children or to join in with their play.
- Parents speak very positively about the club. They say it is a 'happy' place for children. Parents say their children enjoy the activities staff provide and are very keen to return each school holiday. The stable staff team is seen as very important to parents, as children get to know staff very well.
- Children have plenty of time to become highly absorbed in their chosen activity. The simple act of standing at the window watching a truck load up temporary buildings is highly engaging to children. Children talk to staff about what is happening and ask questions to find out more. Staff stay with children and their

mutual warm relationships are highly evident through their positive interactions.

- The provider is well organised and has effective procedures in place for the running of the holiday club. She makes sure all staff are suitable to work with children and have the right skills to complement the team. Induction and training days enable staff to understand all the policies and procedures, including safeguarding and behaviour management. Staff report they are very well supported by the provider and many return to work at the club throughout the year.
- Staff work hard to keep children safe. Recent changes to the entry system allow staff to see who is at the door before opening it. Children know what areas they can access outdoors and stay within these. Staff are aware of their roles and deploy themselves effectively. This helps to make sure all children are supported and supervised at all times.

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	EY387719
Local authority	Hertfordshire
Inspection number	10367658
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 11
Total number of places	40
Number of children on roll	39
Name of registered person	Prior, Louise Anne
Registered person unique reference number	RP515305
Telephone number	07522960627
Date of previous inspection	18 February 2019

Information about this early years setting

Spring Meadows Holiday Club registered in 2009 and operates from the scout hut within the grounds of The Barclay School in Stevenage. The club employs 11 members of childcare staff. Of these, three hold appropriate qualifications at level 3 or above. The club opens on Monday to Friday during school holidays from 7.50am until 6.15pm.

Information about this inspection

Inspector
Jill Hardaker

Inspection activities

- The inspector completed a tour of the club with the provider and discussed how the setting is organised and what play opportunities are available to children.
- The inspector observed activities and the interaction between staff and children, both indoors and outdoors.
- The inspector held discussions with staff, children and parents and took account of their views.
- A meeting was held with the provider. The inspector reviewed staff's suitability checks and looked at a sample of policies and procedures. This included documents relating to safeguarding and complaints.

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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