

**LEICESTERSHIRE HOLIDAY ACTIVITIES AND FOOD PROGRAMME**
**QUALITY ASSURANCE/COMPLIANCE VISIT RECORD 2026**

| <b>Section 1</b>                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                               |           |
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| <b>Provider name:</b> Melton Learning Hub                                                                                                                                                                                                                                                                                                                                                                                 | <b>Delivery Venue:</b> The Hub, Phoenix House                                 |           |
| <b>Date of QA:</b> 23 <sup>rd</sup> July 2026                                                                                                                                                                                                                                                                                                                                                                             | <b>Session times (start/end):</b><br>9.00am – 1.00pm 11 – 16 year olds        |           |
| <b>Completed by:</b><br>Jess Hazel - QA officer – Active Together<br>Sandie Wrzyszc - QA Officer – LCC                                                                                                                                                                                                                                                                                                                    | <b>In discussion with (Provider rep):</b><br>Lucie Larke and Micheal Connolly |           |
| <b>Is venue Ofsted registered?</b> No                                                                                                                                                                                                                                                                                                                                                                                     | <b>How many children in total attending today:</b>                            | <b>29</b> |
| <b>Registration recommended?</b> Yes<br><br><b>Reason:</b> I could consider applying to registering on the <a href="#">voluntary register</a> as the children you care for are all aged over 8. This would also enable parents to use <a href="#">tax free childcare</a> towards paying for their child's place.<br><br><a href="#">The Holiday Activities and Food programme – when you need to register with Ofsted</a> | <b>How many HAF funded children today:</b>                                    | <b>25</b> |
| <b>Provider comments:</b><br>The setting is an alternative provision that doesn't need to be registered with Ofsted to provide this type of provision but is regulated by the <a href="#">Leicestershire Education Business Company (LEBC)</a> .                                                                                                                                                                          | <b>How many fee paying/other funding children today:</b>                      | <b>4</b>  |

| <b>Section 2 Voice of the child</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p>How does the provider capture feedback from children attending HAF?</p> <p>Voice wall in reception area captures feedback, written by the children themselves. In a 'you said, we did' format.</p> <p>Other things captured on the wall include a summary of the previous week i.e. steps, hours of PA, learning, activities, PA challenges, and recipe cards available to take home.</p> <p>There is a large display board where feedback from children is displayed with feedback gained from the young people attending the scheme which has been conveyed verbally, through the written word, pictures and photographs.</p> <p>Evaluation forms are also in place for parents/carers and children to complete and this information goes towards planning for the next holidays.</p> <p>What is this feedback telling the provider and how is it being used to improve the provision?</p> <p>Activity preferences include: slime making, cinema, seaside trips, parks, crafts, BBQ. Providers make every effort to ensure these happen. There is an ethos of 'voice over curriculum' i.e. not being told what to do like in school but being empowered to decide what is meaningful.</p> |

The provider has used this feedback to include on their 'You said, we did' poster which demonstrates to the young people their voices have been heard and staff have listened to their ideas for activities and trips with further discussion taking place if anything is unable to be fulfilled due to weather or time constraints. Though the staff team work hard to introduce impromptu ideas from the young people while the HAF scheme is in operation.

#### Examples of feedback from the children

Priorities for the children included: 'making friends', 'fun', 'excitement',

During our time at the scheme the children readily engaged with adults and young team leaders about what they were doing and the activities they were enjoying. Examples were listening to a member of staff explain why the 3D Printer was not working properly and helping them fix it and coming back from their bottle rocket launches excited and chatting away with each other about how far their rockets went. From the display board comments such as 'these times are the best' 'made friends' and their time at the setting 'was awesome' were just a few of the examples given.

Useful resources: [A Guide to Capturing and Responding to the Child's Voice for Out of School Clubs](#)

### Section 3

| Food provision                                                                                  | Yes | No |
|-------------------------------------------------------------------------------------------------|-----|----|
| Do the meals provided meet school food standards (high quality and nutritious)?                 | √   |    |
| Are food hygiene standards consistently high?                                                   | √   |    |
| Are allergies/ dietary requirements /religious /cultural requirements being taken into account? | √   |    |
| Do children enjoy the meals?                                                                    | √   |    |
| Are both HAF funded and non HAF funded children getting the same experience?                    | √   |    |
| Detail how the food is offered? What meals? Hot. Cold, mixed                                    |     |    |
| Mixed.                                                                                          |     |    |

#### Please describe how children's allergies and dietary requirements are taken into account and catered for?

Information is captured at registration, flagged up clearly, any allergies/dietary requirement displayed for staff to reference. Conversations with parents also occur to find out more about allergies present.

Alternatives /adaptations are provided in these instances.

All recipes staff use are labelled with allergies present – this detail is extremely thorough and well captured.

**Examples of food offered** – The meal plan includes jacket potatoes on a Monday (beans, cheese, tuna and sweetcorn available), packed lunch on a Wednesday as this is their day out (includes sandwich – ham, cheese or tuna, protein bar, juice, fruit, crisps), main cooked meal on a Thursday for example chicken curry, chilli con carne, spaghetti bolognese.

#### Any additional comments / Rationale for grading

A great array of choices which are clearly well considered to be balanced, healthy and enjoyable. Great to know the children who were a bit unsure about some of the main meals at first, tried it and ended up loving it

#### Recommendations (including training opportunities):

Continue to spread awareness of allergens throughout the team, training up more staff members where possible.

| Increasing awareness of healthy eating, healthy lifestyles, and positive behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Yes | No |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| Are daily, high-quality learning activities that extend or reinforce children's understanding of the benefits of healthy eating and nutrition, healthy lifestyles and exercise?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | √   |    |
| Are the activities/experiences age appropriate and engaging for all children?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | √   |    |
| Do the children have the opportunity to prepare meals/dishes that are healthy, affordable and nutritious?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | √   |    |
| <b>How is the provider helping to improve children's knowledge and understanding of healthy eating and healthy lifestyles?</b><br>Healthy eating specific sessions are planned and delivered. Recipe cards are produced and available for families to take home. Meals are clearly very well thought out and considered. Children see fresh produce being delivered through the Fair Sharer system and how that gets turned into healthy meals. Checking for understanding of food quality is implemented into conversations around meal times.                                                                                                                                                                                                                                                                                                      |     |    |
| <b>Please record the activities being offered across the HAF delivery period</b><br>Guess how much sugar is in certain foods, blind taste testing of different fruits, test and try activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |    |
| <b>Any additional comments / Rationale for grading</b><br>Great to see children who were more unsure about certain foods trying them and eventually really enjoying it. The kitchen was incredible – everything from frozen produce that could go to families in need, to fresh ingredients delivered through the Fair Sharer system, to herbs and spices. Lots of hard work has clearly gone into ensuring the partnership with local supermarkets which then allows the children and their families sustained access to high quality ingredients.                                                                                                                                                                                                                                                                                                  |     |    |
| <b>Recommendations (including training opportunities):</b><br>Continue to foster partnerships such as Fair Sharer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |     |    |
| Enriching activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Yes | No |
| Are daily, high quality, enriching activities/experiences planned and being offered?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | √   |    |
| Do the activities help children develop new skills or knowledge, try out new experiences, have fun and socialise.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | √   |    |
| Are the activities/experiences age appropriate and engaging for all children?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | √   |    |
| Do the activities meet the specific needs of the all the children?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | √   |    |
| <b>How is the provider ensuring the activities offered support children to develop new skills, try new experiences and socialise?</b><br>Recommendations from the voice wall are considered around all activities. The Hub has an amazing suite of rooms and resources such as a textiles room with a 3D printer, a gym, a sensory room and a crafts station. All of this provides unique and enriching experiences for the children. Children have the choice between crafts and physical activities, although most mornings start with 10 minutes of physical activity in the gym room. The provider explained how some girls who didn't know each other were encouraged to share preferences and eventually became great friends, the providers clearly value the connectivity between the children and are great at fostering new relationships. |     |    |
| <b>Please record the activities being offered across the HAF delivery period</b><br>The Hub has a 3D printer which was being used to create fidget toys, the children could choose the style they wanted. A great idea as these can be used post-HAF.<br>Rocket making was happening during the visit today using old plastic bottles.<br>Punch bag in the gym is great for if children need to release some anger or energy.<br>Cowboy / cowgirl line dancing.<br>British values board.<br>Display of service 'Be Fearless' encouraging children to speak out against abuse.<br>Foot golf.                                                                                                                                                                                                                                                          |     |    |

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| <p>Various seaside / outdoor trips e.g. Woolaton Hall, Rutland Water, Skegness, Chapel, Bradgate Park, Slick City(indoor slide park)<br/>Crafts</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |           |
| <p><b>Any additional comments / Rationale for grading</b><br/>Some young ladies I met today used to be HAF participants but now volunteer with the centre, this is amazing as it shows just how enriching their experience was. All children were happy, engrossed in their activities, and willing to show us their designs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |           |
| <p><b>Recommendations (including training opportunities):</b><br/>Continue to invest in the great experience of volunteers who clearly add so much value to the experience of the children.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |           |
| <b>Physical activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Yes</b> | <b>No</b> |
| Are <b>daily</b> physical activities planned and offered to meet physical activity guidelines/60 minutes?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | √          |           |
| Are the activities age appropriate and engaging for all children?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | √          |           |
| Do the activities appeal to a range of interests and the meet the specific needs of all the children?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | √          |           |
| Are children helped to understanding the importance of being active?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | √          |           |
| <p><b>How is the provider ensuring the activities offered support all children to be physically active?</b><br/>Physical activity is ingrained into the day's itinerary. Starting each day with 10 minutes of gym work, before a variety of activities are provided throughout the day. Physical activity challenges are posted to encourage friendly competition. Often children are active by stealth, e.g. a trip to Bradgate park included lots of walking and play on challenging terrain</p> <p>Providers have communications with parents around any needs of the child, what they can and can't do to ensure activities are catered to the children. However the providers also ensure great flexibility, not sticking to pre-planned activities if the children want to do something else or additional needs arise.</p> <p>The majority of children are 12-14 years old so it isn't too difficult for providers to meet the needs of a wide range of ages. However older kids are encouraged to help the younger ones in these instances.</p> <p>A wheelchair mini bus is available if needed. Providers are confident all activities can be inclusive to all.</p> |            |           |
| <p><b>Please record the activities offered across the HAF delivery period</b><br/>Gym, footgolf, walking, play time, rounders, cricket, slide park, dancing, forest school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |           |
| <p><b>Any additional comments / Rationale for grading</b><br/>Every child looked happy, enjoying the activities available to them and actively asking for specific physical activities as part of their day. Providers go one step further, not just doing dancing but providing children with fancy dress outfits, music etc.</p> <p>Providers focus less on traditional sports and more on moving more and 'physical activity' which will surely foster more lifelong participation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |           |
| <p><b>Recommendations (including training opportunities):</b><br/>Continue to communicate positive messages around the importance of physical activities. Continue to communicate how being active doesn't have to be a structured sport, e.g. get off the bus stop one stop early, take the stairs not escalator.</p> <p>Providers could begin to signpost families to local physical activity / sport organisations. The more active parents re, the more likely their children will be active (providers are best placed to have these conversations as they wll understand barriers faced by the families but also have their trust)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |           |
| <b>Signposting and referrals and supporting families</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Yes</b> | <b>No</b> |

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| Are families provided with information/signposting/referrals to other services to meet needs?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | √          |           |
| Are staff and volunteers are aware of family's needs and actively help make connections between families and support groups, professional and voluntary services.                                                                                                                                                                                                                                                                                                                                                                                                                                                    | √          |           |
| Are parents and carers are supported to prepare healthy, affordable and nutritious meals/dishes on site or at home with their child/ren.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | √          |           |
| <p><b>How is the provider identifying needs and providing signposting and referrals to other services and support that would benefit families attending their provision?</b></p> <p>In the reception area there is a uniform drive with brand new uniforms provided by Aldi and Lidl available for all.</p> <p>Healthy eating recipe cards are available for families to take.</p> <p>Fair Sharer food delivery is displayed and all families are given the opportunity to take what they need – no family is singled out.</p>                                                                                       |            |           |
| <p><b>Please record the examples where the provider has signposted, referred or supported families</b></p> <p>Weekly round up email to parents including what's on offer, links, leaflets, uniform, food bank etc</p> <p>Close relationships with parents – can work with them separately where needed</p>                                                                                                                                                                                                                                                                                                           |            |           |
| <p><b>Any additional comments / Rationale for grading</b></p> <p>Providers clearly have the best interest of the families in mind and go above and beyond to provide as much support as possible. Lots of hard work goes into fostering local partnerships with businesses that allow these resources to be available to families.</p> <p>Providers were unsure what more they could do to ensure families were accessing support – above the amazing work they are already doing, sharing of best practice from other HAF sites would be appreciated.</p>                                                           |            |           |
| <p><b>Recommendations (including training opportunities):</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |           |
| <b>Environment and sustainability</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Yes</b> | <b>No</b> |
| <b>Environment and sustainability</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Yes</b> | <b>No</b> |
| Has the provider considered ways their programme can be more environmentally friendly and sustainable?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | √          |           |
| Has the organisation actioned any of the ways they have identified how they can be more environmentally friendly? E.g. <ul style="list-style-type: none"> <li>• minimising the use of single-use plastics where possible</li> <li>• using locally sourced food and ingredients</li> <li>• making use of food surplus organisations</li> <li>• growing fruit and vegetables and showing how they can be used and cooked</li> </ul>                                                                                                                                                                                    | √          |           |
| Are children and young people supported and encouraged to consider what steps they can take at home and in their communities to be more environmentally friendly?                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |           |
| <p><b>Please record the practices/activities being undertaken within the setting and how children and young people are encouraged to be more environmentally friendly within their own home or their community.</b></p> <p>Kids have a recycling bin, a large cardboard bin is available and well signposted, kids are involved in this process, everyone has a refillable bottle, the Fair Sharer scheme ensures lots of food produce is not wasted, freezers ensure food is not wasted, plastic bottles are used for craft activities, gardening skills and fire making skills are taught during Forest School</p> |            |           |
| <p><b>Any additional comments / Rationale for grading</b></p> <p>Great to see so much thought gone into the disposal of rubbish appropriately. The Fair Sharer scheme is the best example of sustainability I've seen at a HAF visit</p>                                                                                                                                                                                                                                                                                                                                                                             |            |           |

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| <b>Section 4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |           |
| <b>Accessibility and inclusiveness</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Yes</b> | <b>No</b> |
| Are HAF funded places being provided for children with SEND or additional needs?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ✓          |           |
| Does the provider follow up on information provided on the enrolment form about a child's SEND needs?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ✓          |           |
| Are all children and families made to feel welcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ✓          |           |
| Does the provider work closely with families/ professionals to understand the children's needs?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ✓          |           |
| <p>Are activities accessible and inclusive/adapted to be accessible and inclusive for all children?</p> <p>The provider ensures that all the young people are supported by positive role models which include young team leaders that attended the setting themselves, male and female staff that also work in the alternative provision and the settings youth club.</p> <p>British Values are considered and highlighted within a wall display and conversations are held to ensure the young people are aware of including others and having an acceptance of those that they may consider different to themselves, such as a young person who is transitioning from a boy to a girl and dressing in accordance with this gender change. All staff have undertaken LGPTQ training and accessed advice to enable them to support this young person effectively.</p> <p>An open afternoon is held prior to the HAF scheme running so that parents can be supported to complete relevant forms and advise of the needs of their young person. This has allowed for the young person to visit the setting to see where they will be and the type of activities they will be able to be involved in, with parents able to feel confident in leaving their child but also for the setting to gain further in-depth knowledge about the young person's needs with a SEND profile created for each one of the 50 children with SEND attending across the whole of the HAF Scheme.</p> <p>The setting also supports Looked After Children (LAC) and relationships with other professionals are developed because of this such as Social Workers and Educational Psychologists which ensures working in partnership to ensure all families are included and supported.</p> |            |           |
| <p>Any additional comments / Rationale for grading</p> <p>Staff work hard in this HAF provision to ensure the scheme is fully inclusive to all their families that attend, to ensure all our welcomed and supported. For instance, when food is delivered from FairShare this is divided up into food boxes for all families not just some which allows for the young people to see it is not just their own family that is in receipt of food items. Lucie explained that making links with the managers of local supermarkets has allowed for them to receive extra donations particularly during the Winter HAF Delivery when every family received a Christmas hamper with all the ingredients needed to cook a Christmas dinner.</p> <p>A school uniform bank is also provided as a result of donations from local supermarkets and suppliers so that parents can be sure that their young person has the correct uniform for the start of the new term.</p> <p>Staff ensure activities are accessible to all by making necessary adjustments and giving consideration to dexterity and how the young people will be able to be not only involved but achieve also. Chill out areas and a well-equipped sensory room are also provided and readily available to be used.</p> <p>Young volunteers are also in place who used to attend the setting themselves and enjoy coming back during the holidays to offer their support to the children and young people now attending. Please see the following information with regard to volunteers that will need to be adhered to from the 1<sup>st</sup> of September 2026.</p> <p><a href="#">Working or volunteering in regulated activity with children</a></p>                                                 |            |           |

Recommendations (including training opportunities):

All staff have undertaken a range of training to ensure they can support the young people who attend the scheme effectively with specific expertise being drawn on such as the use of textiles, the 3D Printer, and physical activities.

This has included Mental Health Award, Positive Handling, a sun guarding course, and an Oxford Brain Theory course.

I would advise continuing to support your children and families to enable continued inclusivity within a well thought out and appropriate HAF scheme that meets the needs of all participants.

I have no further recommendations except to continue to support staffs' continuous professional development with the following information and links provided for further support should you need it.

- [Out of School Resource page](#)
- [Support and resources for play and leisure providers](#)
- [SEND training for Play and Leisure providers](#)
- [SEND inclusion guide for Out of School providers](#)
- [Inclusion and equality in early years and childcare](#)
- [Equality and diversity sources of information](#)
- [UN convention Rights of a Child](#) child's right to play article 31.
- [Framework for quality inclusion](#), [checklist for inclusive settings](#)
- [HAF toolkit for engaging and supporting children with SEND](#)
- [School Games Organiser – SEND Inclusion Toolkit](#)
- [Creating inclusive provision](#)
- Move Mojo who support providers adapt sport to meet different needs - free on-line courses which may be suitable for HAF providers: <https://movemojo.com/courses/>
- [Disability Training & Toolkit For Clubs: Journey To Inclusion](#)
- <https://buddle.co/learning-and-support-resources/being-inclusive>

| Safeguarding policies and procedures – staff awareness and practice                                                                                            | Yes | No |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| Does the provider have robust procedures for dealing with safeguarding incidents?                                                                              | ✓   |    |
| Are there clear procedures in place on what to do if there are concerns about a staff member, volunteer or other adult who may pose a risk of harm to children | ✓   |    |
| Are all staff/volunteers aware of their roles and responsibilities within the child protection/safeguarding policies and procedures?                           | ✓   |    |
| Have all staff/volunteers completed accredited safeguarding training?                                                                                          | ✓   |    |
| Do staff/volunteers know how to report a concern about a child?                                                                                                |     |    |
| Do staff/volunteers know how to report a concern about another staff member or volunteer?                                                                      | ✓   |    |
| Are contact details for the DSL, local authority designated officer (LADO) and the referral route into children's social care available on site.               | ✓   |    |
| Evidence of safeguarding procedures in action (eg site security and ID checks)?                                                                                | ✓   |    |
| DSL arrangements – is there a specifically trained, named DSL on site?                                                                                         | ✓   |    |
| Staff/volunteers aware of complaints policies and procedures?                                                                                                  | ✓   |    |
| Staff/volunteers aware of behaviour policies and procedures?                                                                                                   | ✓   |    |

Any additional comments / Rationale for grading

The building the setting operates from is safe and secure with staff needing identity badges to move around the building, with visitors being asked to sign in and their own I.D. badges being checked.

The provider has robust procedures for dealing with safeguarding incidents and staff are aware of what to do, their role and responsibility if they have concerns about a child, volunteer or member of staff. This information is shared with all staff and volunteers within the staff handbook and safeguarding is discussed at weekly team meetings. All staff and volunteers have previously worked or attended the setting or worked within the settings alternative provision and youth club and this provides them with an understanding of procedures in place within the setting that keep the young people safe, such as counting back in the scissors that are used for activities or ensuring they are supervised when tools or the 3D Printer is used.

There are five named DSLs, and this information is shared with staff and volunteers, so they know who to contact. They are also aware that if they had a concern about one of the DSLs of how to whistle blow, contact the LADO or the Safeguarding Director for the charity who has also attended training and is made aware of any updates to procedures.

Staff have an awareness and have attended specific training on wider safeguarding issues such as Prevent, CSE and FGM. All staff also attend 'Keeping children safe in Education' and are aware of any updates and changes.

Staff, volunteers, parents and carers are aware of the settings range of policies and procedures as these can be found on their website.

All of the above comments and information gained at time of the HAF QA visit supports the settings grading of excellent within this HAF standard.

### **Recommendations (including training opportunities):**

I have no further recommendations to make except to advise continuing to support staff's knowledge and understanding through attendance at regular training. The links provided below are included to support you with this should you need them.

[Out-of-school settings: safeguarding guidance for providers](#)  
[Leicestershire children Safeguarding partnership information](#)  
[Leicester, Leicestershire and Rutland competency framework and evidence log.](#)  
[Out of School Alliance](#)

### **Training**

Deeper safeguarding Include information about specific safeguarding issues regarding the [Prevent Duty](#), [County Lines](#), [FGM](#), [CSE](#), [Online Safety](#) and [Peer on Peer abuse](#), [cuckooing](#) and [witchcraft](#).

[Child criminal exploitation: expert insight videos](#)

To ensure competency and logging I would recommend the

[Internet Safety](#)  
[Online abuse and safety](#)  
[Online Safety: Insight videos](#)  
[County Lines](#)  
[Gangs](#)  
[Drugs](#)  
[Mental Health](#)  
[Sexuality](#)  
[Child Exploitation](#)  
[Violence reduction network](#)  
[Childhood Trauma Awareness](#)

[Thinkuknow.co.uk](#) has a range of information and resources to support professions, parents, children and young adults, as well as the [NSPCC Keeping children safe online](#) webpage.

Leicestershire Constabulary have a campaign to help providers think! "[Are you Listening](#)"



## [Safer Recruitment](#)

### Leaflets and posters

You can also download:

- [a leaflet for providers](#)
- [a summary leaflet for providers](#)
- [posters for your setting](#)

### KEY Child Protection & Safeguarding guidance updates

- [Working together to safeguarding children 2026](#)
- [Keeping children safe in Education](#) – comes into force 1st September 2026
- [Working or volunteering in regulated activity with children](#) - comes into force 1st September 2026
- [Martyn's Law](#) - September 2027
- [Proposed Social Media Restrictions for Under-16s: An Update for Wraparound Childcare Providers](#) - Spring 2027

Further information about all of these updates has been sent via the HAF team.

| Health & Safety Policies and Procedures                                                                                         | Yes | No |
|---------------------------------------------------------------------------------------------------------------------------------|-----|----|
| Does the organisation have appropriate policies in place to support Health & Safety?                                            | ✓   |    |
| Are these policies communicated to, understood and implemented by all staff & volunteers?                                       | ✓   |    |
| Are these policies communicated with parents?                                                                                   | ✓   |    |
| Are staff suitably trained in food hygiene and first aid?                                                                       | ✓   |    |
| Is there evidence of procedures in place to operate the provision safely (eg risk assessments actioned)?                        | ✓   |    |
| Is there a fire safety and evacuation plan in place? Are all staff aware of what to do in an emergency? Have they practiced it? | ✓   |    |

Any additional comments / Rationale for grading

All staff and volunteers are aware of the settings policies and procedures that are in place to support health and safety as the information is shared at staff meetings with copies of all policies and procedures available on the website for all to view including parents.

Staff are suitably trained in first aid including young persons first aid and paediatric first aid, with staff also undertaking allergy and anaphylactic training which also included updated information with regard to Benedict's Law.

A range of risk assessments is in place for all activities that take place both inside the venue, outside the venue and when on trips, with staff accessing the different venues risk assessments prior to the outing taking place, such as Holme Pierrepont Country Park, where the young people engaged in raft building.

Fire evacuation procedures are in place and carried out when suitable to do so with regard to the young people in their care. First aid kits are present as well as travelling first aid kits that include inhalers and allergy pens as per the requirements of Benedict's Law. The transport used is the settings own and has audio and video recording equipment fitted, which has been used when incidents of behaviour and safeguarding concerns arise.

Young people's involvement is encouraged with regard to keeping themselves safe when participating in activities and out and about on trips and this takes place through discussion and staff acting as positive role models to all attendees and their families. This has also included keeping safe in hot weather with staff having undertaken a sun safeguarding course and information from this included in the settings sun

policy which has been introduced recently with heat related risks understood and acted upon with the request for all young people to bring sun cream and sunhats with spare ones kept at the setting for those who do not possess one.

Recommendations (including training opportunities):

There are no further recommendations to make except to advise continuing to support staff's knowledge and understanding through attendance at regular training and the sharing of health and safety documentation, policies and procedures. This supports the settings grading of excellent within this HAF standard.

| Documentation                                                                       | Yes | No |
|-------------------------------------------------------------------------------------|-----|----|
| Does the organisation have all expected documentation in place?                     | ✓   |    |
| Are the policies and procedures communicated effectively to the staff/volunteers?   | ✓   |    |
| Are the policies and procedures shared with parents?                                | ✓   |    |
| Does the child's registration form contain all the relevant information?            | ✓   |    |
| Is there more than one emergency contact number recorded on the enrolment form?     | ✓   |    |
| Is there a daily timed register for recording both children and adults' attendance? | ✓   |    |

Does the setting have an accident/incident policy in place? How are these communicated to parents?  
All policies and procedures are communicated to parents and if a child has an accident, then a parental copy of any accident forms is sent directly to them. If a young person has a named social worker this information is communicated to them also as well as information regarding any incidents that occur while the young person is attending the HAF scheme.

Does the setting have a medication & emergency policy in place? How does this work in practice?  
A policy medication and emergency treatment policy is in place and shared with parents, carers and staff. If a young person is supported by an additional member of staff ensuring their needs are met with a ratio of 1:1 this member of staff will have access to any additional documentation that relates to the young person's individual needs. As well as written parent permission in place to administer medication a letter from the young person's doctor is also requested and kept on file.

Does the setting gather information about children's dietary requirements & allergies and how is this supported within their daily practice?

Information is gathered and a record of any dietary requirements and allergies is kept, displayed in the kitchen and shared with staff daily via the staff's WhatsApp group.

Young people are encouraged to try foods that maybe new to them. Lucie described one of the young people only eating chicken nuggets and not having anything else present in their diet so a gentle approach of the introduction of different food types was taking place while the HAF scheme was in operation starting with fruit smoothies.

Any additional comments / Rationale for grading

Expected documentation is in place and shared appropriately with staff, parents and carers, and with the young people attending when appropriate to do so, such as risk assessments so knowledge is gained of how to keep themselves safe.

A daily register of attendance is in place for both young people, staff and volunteers with times of arrival and departure recorded. More than one emergency contact number is gained where possible on enrolment forms as well as any medical concerns, allergies or SEND needs, with these being followed up with the parent/carer prior to the young person attending the HAF scheme.

Recommendations (including training opportunities):

No further recommendations re provided as the provider has everything expected in place which supports them to be provided with an excellent grading. The following links are provided for you to use if you wish to do so.

[sustained shared thinking](#)

[complain about your service](#)

Ofsted's [Poster for parents](#)

[Holidays Together Provider Resource Hub](#)

#### Section 5: To be completed by QA officers

Please rate how well you feel the provision is meeting each of the HAF standards, based on your observations and discussions today. This information is required by the DfE and will inform provider support offered for future HAF programmes.

| HAF Standards                              | 1<br>Very poor | 2<br>Poor | 3<br>Acceptable | 4<br>Good | 5<br>Excellent |
|--------------------------------------------|----------------|-----------|-----------------|-----------|----------------|
| Healthy food – meets School Food Standards |                |           |                 |           | √              |
| Healthy eating, healthy lifestyles         |                |           |                 |           | √              |
| Enriching activities                       |                |           |                 |           | √              |
| Physical activities                        |                |           |                 |           | √              |
| Signposting, referrals and support         |                |           |                 |           | √              |
| Environment and sustainability             |                |           |                 |           | √              |
| Accessibility and inclusiveness            |                |           |                 |           | ✓              |
| Safeguarding policies and procedures       |                |           |                 |           | ✓              |
| Health and safety policies and procedures  |                |           |                 |           | ✓              |
| Documentation                              |                |           |                 |           | ✓              |

#### Section 6: to be completed with provider

##### How have any recommendations from last QA visit been addressed?

The fence panel that was broken has been replaced and Lucie was able to secure funding for the equipment and resources from a donation from Screwfix with Level 2 Construction students completing the work.

##### Recommendations from previous QA still outstanding

There are no previous recommendations outstanding.

##### Any other comments / feedback from provider or QA officer?

Discussion took place with regard to some issues that Michael was having with the new booking system with parents cancelling the night before which although this allowed a space to be then open to a parent on their waiting list for Michael to include on the settings register manually if this place would then still be paid for by the HAF team despite it showing as a cancellation on the booking system.

Michael also advised of an issue they had experienced with Melton Leisure Centre where three sets of parents advising that instead of being allowed to book onto just the one session that their young person was interested in, they were having to book on all sessions even if they were not in a position to attend these.

A copy of our 'Career in Childcare' poster was shared with Lucie and as the setting provides a level 2 in childcare course additional copies of these, as well as other information we have available, can be accessed via the information provided below.



Y0476 EY Careers in childcare poster 03- h Y0476 EY Careers in childcare leaflet 05.pd Y0476 EY Careers in childcare professional

**Any further support needed from the HAF team?**

Support needed with regard to the above issues regarding the new booking system and despite this being a country wide system if anything could be done in relation to the above to support settings.

**HAF Provider signature:**

**Date:**

**LCC QA Officer signature:**

**Active Together Officer signature:**

**Date: 27<sup>th</sup> July 2026**