

# Topkidz @ Borehamwood

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY356831
<b>Inspection date</b>	21 August 2008
<b>Inspector</b>	Paula Jane Hayhow / Susan Ennis
<b>Setting Address</b>	Saffron Green First School, Nicoll Way, BOREHAMWOOD, Hertfordshire, WD6 2PP
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<b>Registered person</b>	Topkidz Out-of-School Hours and Daycare Group Ltd
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Topkidz @ Borehamwood opened in August 2007. The club operates from the Rainbow Room annex at Saffron Green School in Borehamwood in Hertfordshire. It provides a service to Saffron Green, Kenilworth and Monksmead schools.

A maximum of 32 children may attend the breakfast, after school club and holiday play scheme. The club is open each weekday from 07.45 until 08.45 and after school from 15.30 to 18.00 term time only. The holiday play scheme club runs for designated weeks during the school holidays from 09.00 until 16.45. All children have access to a secure enclosed outdoor play area.

There are currently 50 children aged four to under eight years on roll. The group have systems in place to support children with disabilities and/or learning difficulties and children who speak English as an additional language.

There are five full time staff who work with the children. Three of the staff, including the manager hold an appropriate early years qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are cared for in a warm, clean environment and their personal hygiene is encouraged through daily routines such as washing hands before snacks, cooking, routinely putting their hands over their mouths when coughing, after craft work and after touching their noses and using tissues. Children are offered healthy snacks such as beans on toast, pasta and cheese sauce, fruit and brown bread and soup. Children are aware of their own needs and are able to independently meet these, for example, managing the toilet facilities, pouring their own drinks and making their own sandwiches unaided. Any special requirements with regard to health and diet are documented and met and parents' wishes are always respected. Staff's understanding about keeping children healthy is reinforced by policies and procedures which promote their well-being, such as those relating to health and hygiene and what action to take in the event of sickness or illness.

Children enjoy a wide range of activities, which contribute to their good health. They have regular physical activities including co-operative games such as football, rounders and bat and balls games. They have access to an adventure playground where they can climb, balance on tree stumps and transverse walkways. On inclement days the children play parachute games, running under the bellowing material, dance and sing. Children's manipulative skills are being developed through the use of tools and utensils such as pencils, paintbrushes, scissors or carefully spooning ingredients onto the scales when cooking. This is helping them to develop control of their bodies and improve their coordination skills and spatial awareness.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming, well-maintained and secure environment. Their safety is soundly promoted as staff have a practical understanding of identifying hazards and take steps to minimise these. The staff check the play premises before the children arrive, carry out weekly fire drills, particularly when a new placement starts and teaches the children the rudiments of road safety and stranger danger. However, the safety check list is not consistently filled in so staff could miss articles which could affect the children's safety such as uncovered electrical sockets, plastic bags in low cupboards and the vacuum cleaner wires.

Children are learning about taking responsibility and keeping themselves safe by the staff's encouragement of club rules. These include not running from one room to another and telling a staff member when leaving a room. Children independently select toys and activities from a wide range of play resources which are changed regularly to add variety. The children are well supervised by staff who ensure that the resources are appropriate for their ages and interests. There is a safeguarding policy in place and staff have an understanding of the procedure to use should they suspect abuse. However, staff are unclear regarding what procedure to adopt should the designated person not be present. This could mean that staff would be uncertain as to the correct action to take which could affect the safety and security of the children.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are very settled and confident. There is a securing settling-in procedure where children are taken around the setting and introduced to their own 'buddy' who supports them through the first sessions of their placement. The children relate well to the staff and each other and are happy to ask for help and support enjoying the cheerful interaction and verbal encouragement. Children's independence is developing as they make choices about resources and their play. For example, deciding on craft activities the children will seek ideas from useful publications and adeptly make pipe cleaner snakes, pencil holders and crowns. They enjoy a stimulating range of activities that cover all areas of development, encouraging them to explore and learn about their environment such as designing their own den with sheets and books or seeing the changes when mixing ingredients to make cakes and peppermint creams. The staff and children plan the activities together devising projects and themes which add to their knowledge and understanding of the world, such as healthy eating where they discussed what foods are good for them and introduce different foods to try and taste.

Children are purposefully occupied and are able to fully participate in the opportunities offered, because staff ensure that they are fully involved and the activities are adapted to an appropriate level providing sufficient challenge and interest. When participating in the imaginative scenarios the children develop their own theme such as driving to find the kidnapped dog or writing musicals to perform to the other children. The group have developed this to include tap dancing session, making and devising a puppet show and their favourite, a talent contest. The children and staff make sure that all can participate in dance routines, singing or telling jokes thus making all children feel that they have achieved and are successful.

## **Helping children make a positive contribution**

The provision is good.

Children are valued and respected as individuals and staff ensure that specific individual needs are well documented and met. Children's welfare is further promoted by a positive partnership with parents where their views and needs are actively sought and valued through the use of a suggestion box and daily dialogue. The parents are kept well informed of their child's progress and daily activities through discussions with staff, policies, newsletters and an informative notice board. This enables the children's development to be well monitored, shared and aids staff in their care of each child.

Children's understanding of other cultures and the world they live in is well promoted through the use of play resources and projects relating to other countries, flags and ways of life. For example, the children have developed an understanding of places such as Portugal, Brazil and Africa and have enjoyed trying foods from these countries. The play scheme and out of school club have systems in place to support children with disabilities and/or learning difficulties. They would work together with parents ensuring that children's individual needs are met and all are able to participate.

Children's behaviour is good and they are confident within the setting, happily making choices about their play. Children show care and respect for each other and the staff, playing together and learning about sharing and turn taking. Children independently organise their own turn taking through active games such as timed turns on the computer, sharing out play equipment or co-operative games such making a den together. The group have developed their own club's rules and demonstrate they abide by them by being kind, considerate and helpful to each other

and staff. For example, the children routinely say sorry if they drop items, show their friends how to make pencil holders, and take turns mixing the ingredients when making cakes. The club operate a praise raffle where children are given a raffle ticket whenever they have been praised for good achievement and behaviour. This is then drawn at the end of the week to drum rolls and a small gift is offered. Children take this very seriously and consequently monitor their own behaviour. Staff reinforce good behaviour by being good role models, having respectful attitudes and setting consistent and appropriate boundaries for all children. This actively encourages the children in their politeness and good manners as they encouragement and given meaningful praise.

### **Organisation**

The organisation is good.

Overall, the provision meets the needs of the children who attend. Children's welfare and safety are being well promoted by the organisation of the environment and the generally good paperwork kept, such as policies, menus and children's registration sheets. These are shared with parents to keep them informed of current practice. The children's safety and security are being promoted as the group use robust recruitment procedures which ensure that staff are suitably vetted and qualified. The induction programme ensures that staff are fully conversant with the policies and procedures to promote the children's well-being. New staff members have individual induction so they have the opportunity to ask questions and understand what the club's working practice is. However, children's health could be effective as the permission for the seeking of emergency treatment and advice is not routinely collected for the play scheme club.

The children's social, emotional and physical development is promoted through the staff's good attention to detail when organising the play session. They take individual children's needs, hobbies and interests into account when organising and planning the sessions, ensuring that children are given sufficient time and support to enable them to complete their chosen activity. Children's individual development and welfare is always considered and staff are committed to reviewing and improving their work and the care they provide.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that hazards to children on the premises are minimised with reference to making sure that the daily risk assessment is carried out routinely and includes socket covers, the wires of the vacuum cleaner and plastic bags in low cupboards
- ensure that the policy for safeguarding children is updated and staff are made aware of the procedure to follow should there be a concern and the designated person is unavailable
- ensure that the complaints policy includes the regulators contact details and the time span investigations should take
- ensure that there is permission in place for the seeking emergency treatment or advice for all children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)