

Home From Home Out Of School Club

Inspection report for early years provision

Unique reference number EY350259
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Inspector Gillian Charlesworth

Setting address Westfield First School, Durrants Lane, BERKHAMSTED,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Home from Home Out of School Club Westfield School was registered in May 2007 and is part of three privately run local settings under the name of Home from Home. The Club is situated in the community room of Westfield First School in Berkhamsted, Hertfordshire. It is on one level and accessed through the main school reception entrance where there is a disabled toilet. The adjacent school hall is available and playing fields, playground and adventure trail are used for outdoor activities, which are accessible through sloping pathways. There are self-contained kitchen and toilet facilities within the room.

The setting is open from Monday to Friday between 07:45 and 09:00 in the morning and 15:10 to 18:00 in the afternoons term time only. It is open to all schools in the local community for children attending from Reception class to year six. Children are transported to and from other local schools in the community by Home from Home vehicles or supervised walking.

Home from Home Out of School Club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children in the early years age range from age three years may attend at any one time, with no more than six three-year-olds. There are currently 35 children on roll up to the age of 11. Five are within the early years age range, and have varying attendance patterns. There are no children attending with learning difficulties and/or disabilities or who speak English as an additional language.

The setting employs four members of staff. Of these, two, including the manager hold appropriate qualifications.

Overall effectiveness of the early years provision

Home from Home Out of School Club provides good learning and development opportunities for children within the Early Years Foundation Stage (EYFS) to complement their learning during the school day. The indoor environment is accessible, comfortable and stimulating. Children behave well and their needs are effectively met as they are warmly welcomed, respected and highly valued. Effective partnerships with parents and the introduction of partnership in a wider context further support the provision. Alongside this, the majority of policies and procedures safeguard children's welfare, health and progression in overall learning and development. The setting shows a high level of commitment to continuous improvement and has begun to develop self-evaluation procedures.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the provision of healthy meals and ensure mealtimes are an opportunity to promote children's independence and understanding of the

- importance of making healthy choices
- ensure that all staff are familiar with the steps to be taken when a concern about a child's welfare or safety is raised or children arrive with an existing injury, including clearly defined recording procedures
- develop further the access to outdoors and overcome problems in accessing and using the outdoor environment to improve children's independence and control over their learning.

The leadership and management of the early years provision

The manager is an experienced early year's practitioner who demonstrates a commitment to providing positive experiences for children who are valued. Self-evaluation procedures are in the early stages of development and involve senior staff. These outline most strengths, such as the use of visual aids with children, the effective security and safety procedures, and a commitment to continuous professional training that is underpinned by clearly defined induction procedures. The setting shows a keen commitment and capacity to improve and has improved experiences for children by tackling actions since the last inspection. They have acted upon inspection feedback from a partner setting thus reviewing their approach to inclusion, having attended training in 'positive contribution'; initiated questionnaires to children, parents and relevant schools and begun to take positive actions based on the responses. For example, providing additional board games. Resources and deployment of staff indoors are effectively managed to promote an inclusive environment for children. Bright and colourful displays provide a stimulating backdrop for children, staff and parents with a designated display area for the club that children are encouraged to take ownership of. Activities are supported well by staff who work directly with the children and are positive role models, with a clear understanding of their roles and responsibilities as facilitators, offering both quiet and active play, mainly in the indoor environment. The manager effectively supports those children within the EYFS as their designated key person. This ensures that young children's individual needs are met well, and helps them to settle quickly when they arrive.

The setting has developed some effective policies and procedures to support the safe management of the club. Vetting and recruitment procedures are secure and assure the safety and protection of children. There are very good measures in place to ensure that the building is secure and safe. These include key-coded entry to all indoor areas, daily risk assessments and recording of occasional accidents that are periodically monitored to identify hazards. All outings that children take part in are assessed for potential risks, for example, to garden centres and pizza restaurants. All staff who work alone on school-runs are, first-aid trained and take essential equipment and contact information with them to ensure appropriate responses to emergencies. Training in safeguarding is prioritised therefore staff are aware of the possible signs and symptoms of abuse. However, they are not confident in recording any arising concerns and procedures are not defined to record existing injuries that occur at school. This has the potential to impact on children's welfare.

The provider values working in partnership with parents and provides them with good quality information about the early years provision. Parent feedback demonstrates that they are satisfied with the care their children receive. They comment on the positive staff relationships, sharing of verbal information and reliability. They say that when collected, children are often eager to finish activities and stay longer if they can. Systems have been introduced to involve parents and children's school teachers in the assessment arrangements for learning and development and information has been useful in helping move children to the next steps in their learning.

The quality and standards of the early years provision

The setting is providing a positive atmosphere where children are making good progress in their learning as they can choose to take part in a wide range of activities that children describe as 'hundreds of things'. The use of a photo board entitled 'I would like to' enables children to look at a range of loose photographs of activities such as collage, small world imaginative play, parachute games, construction and games console games. As they recall their past experiences and friendships children select photographs to add to the day's board which leads to responsive planning that is relevant and meaningful to children. This helps children to make decisions, feel valued and have a strong a sense of belonging. Alongside this, core resource-led activities are thoughtfully pre-planned based on children's unique interests such as favourite board games.

As children arrive with lots of smiles, hang their coats on labelled pegs and quickly choose their favourite table top games, they settle down with their key-person. Staff facilitate well and empower children to take the initiative, consequently children are fully motivated and confidently explain why they like it. Children themselves ensure that turn-taking is managed fairly and that the adult is included, consequently respectful relationships are evident. Positive behaviour is further supported by the 'golden rules' that are devised by children and focus on positive aspects of children's behaviour such as 'being kind to one another' and safety rules 'do not ride scooters inside'. Children enjoy taking ownership of their game and reading the forfeit cards, to the adult taking part, explaining where the fines should be paid.

The assessment arrangements that are in the early stages of development include valuable information from parents and partner schools, enabling staff to consider the effectiveness of children's learning within the club thereby complementing the progress children are making at school, for example, in their social relationships and self-care skills. As staff show genuine interest and enquire about the children's school day, children enthusiastically explain what they have been doing. They sit calmly in social groups for snacks and meals and generally wash their hands beforehand, learning the importance of personal hygiene. Their individual dietary needs are sought and met. Children enjoy choosing from a range of freshly prepared healthy snacks. In addition, a hot meal is always provided mid-way through the session and, although some children comment that they 'like the food the best' and tuck in heartily, the meals on offer such as sausages, instant mash and instant powdered desert, limit opportunities for children to make healthy

choices and understand the importance of this. Children can pour their own drinks while staff serve meals restaurant style. Children's appetites are catered for as they are offered seconds or they politely call out for more. However, the organisation limits opportunities for children to be independent if they wish.

Staff announce when it is time to go outside and take a minority of older children who respond. All children have chances to enjoy vigorous physical activity in the fresh air and show their understanding of safe boundaries, for example when their football is kicked into the car park. However, problems in accessing the outdoor area at the opposite side of the site, limits chances for children to make genuine independent healthy choices and make the most of the outdoor environment. Consequently, when staff offer physical play in the indoor hall, children crowd at the door, eager to let-off-steam. They do, however, enjoy physical activities indoors such as playing ball and parachute games.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.