

# Time Out Club (Bricket Wood) Ltd

Inspection report for early years provision

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**Unique reference number** EY369945  
**Inspection date** 11/09/2008  
**Inspector** Michael Miller

**Setting address** Mount Pleasant School, Mount Pleasant Lane, Bricket Wood, ST. ALBANS, Hertfordshire, AL2 3XA  
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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

Time Out Club (Bricket Wood) Limited is a privately owned breakfast club, after school club and holiday play scheme. It originally opened in 1999 and operates from two rooms in Mount Pleasant Lane Junior Mixed and Infant School and Nursery in Bricket Wood near St Albans in Hertfordshire. It is used by children attending the school. The breakfast club is open, during school term times only from 07:50 to 08:50 and the after school club from 15:05 to 18:00 each weekday. The holiday play scheme operates from 08:00 to 18:00 every half term, two weeks at Easter, four weeks in the summer holidays and some training days for school staff. A maximum of 24 children, aged from four years to under eight years, may attend the group at any one time. Currently, 44 children from the school are registered to use its facilities. Only two of these children are currently within the Early Years Foundation Stage (EYFS). The club is registered on the Early Years Register as well as both the compulsory and voluntary parts of the Childcare Register. It employs nine staff, six of whom, including a partner/manager, hold appropriate early years qualifications. One member of staff is working towards a qualification. Time Out Club is a member of the Kids Club Network. It achieved Hertfordshire Quality Standard in 2003.

## Overall effectiveness of the early years provision

The Time Out Club caters well for children under the age of five. There are good links with the teaching staff at the school in which it is located. Together, the managers of the club and school Foundation Stage staff are cooperating well to ensure the needs of the children, and the Early Years requirements, are met. Staff and older children ensure younger children are enabled to participate fully in the club's activities. There are good links between the club and its local village community. Parents and carers praise the club staff for their skill and commitment. Children confirm they benefit well from the range of activities offered. The partners and managers show good commitment to ensuring positive experiences for the children who attend, whether before or after school, or during the holidays. There is good capacity for continued improvement.

## What steps need to be taken to improve provision further?

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

- develop the work already started to undertake sensitive observational assessment in order to plan to meet young children's individual needs by relating the assessment of Early Years children more specifically to the six Foundation Stage areas of learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain the records required for the safe and efficient management of the setting by bringing together, as a single document, its safeguarding children policy and its

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procedures to be followed in the event of an allegation being made against a member of staff

- maintain the records required for the safe and efficient management of the setting by ensuring that the termly risk assessments, which are properly carried out, identify both the specific date they are undertaken and the person by whom they have been checked.

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## **The leadership and management of the early years provision**

Together, the partners and managers ensure the effective organisation of the club. There is a good commitment to ensuring the needs of all groups of children are met. Consequently, procedures and systems for ensuring the welfare and safeguarding of children are well-established and secure. This is an important consideration for a number of parents and carers who also appreciate the staff's approach to confidentiality. Newsletters, and information on a club notice board in the school, give parents and carers useful and helpful information about the club and the activities it has planned for future weeks.

The partners and managers ensure that required policies are reviewed periodically, updated and discussed at weekly staff meetings to ensure they are understood and implemented. However, although an effective safeguarding children policy is in place, it does not incorporate the club's separate procedure in event of an allegation against a member of staff. Similarly, some risk assessments which the club undertakes properly each term simply need to be recorded slightly differently to meet current requirements.

A strength of the leadership is shown in the ways staff work together effectively. This is because staff are committed to improvement and development, as the records of the courses and meetings they attend testify. There is regular self-assessment by those running the club. Staff are currently involved in discussions concerning their contributions to the new self-evaluation form relating to early years provision.

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

During the inspection, neither of the two EYFS children attended the breakfast club and only one was present at the after school club. However, there was good care and attention paid to the child newly attending. Staff demonstrated well their professional skills in helping the children settle and explore their surroundings when they are new to the club. They were helped in this by the responses and approach of number of the older children who demonstrate thoughtful and considerate attitudes to those younger than themselves. Good working relationships ensure children develop the self-confidence, control and esteem necessary to aid their personal, social and emotional development.

Staff listen carefully to the children and respond to them sensitively and with

interest. Such approaches are positive in helping develop children's language and communication skills. The questions asked by staff often give children pause to think, and therefore help develop their understanding and thinking skills. Through the wide range of activities offered young children are encouraged to investigate their surroundings. Adults show practical common sense and appreciate when to stand back and let a child explore for themselves or when to intervene with support. Consequently, there is sound development of the children's creativity and imagination. An important range of skills, which children will need in their education as they grow older, are fostered effectively.

Discussions with parents and carers confirm that their children thoroughly enjoy their time at the club. They appreciate not only how it promotes their children's social skills, but also that the individual needs of their children are met. Children appreciate the opportunities they have for working, playing and eating healthily together. As the club works closely with the school in which it is based, and it serves the school's pupils, there are good arrangements for sharing resources. Children therefore benefit well from a good range of facilities and equipment.

Staff have started to develop the ways in which they record their observations and assessments of the progress EYFS children make whilst in their care. In this, there has been good liaison with the Foundation Stage staff at the school. Whilst assessment notes do focus on what the children know, understand and can do, the managers appreciate these records should now relate more closely to the specific areas of learning which form the basis of the Foundation Stage curriculum. Planning and discussions are underway to implement this strategy.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

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](http://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 registration or 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.