

Topkidz @ Dundale "The Kabin"

Inspection report for early years provision

Unique reference number

EY371821

Inspection date

05/12/2008

Inspector

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Setting address

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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

Topkidz @ Dundale registered in 2008. The club is one of four provisions run by the company Topkidz Out-of-School Hours and Daycare Group Ltd based in Hertfordshire. Topkidz @Dundale operates a term-time after-school club from 15:15 to 18:00 and is planning to operate a breakfast club from 07:45 to 08:45 in the New Year. It also operates a club during some periods of the school holidays. The club is in a self-contained single story building based within Dundale school grounds providing good disabled access. The premises consist of a large play area, kitchen, toilets and a small quiet room. The club uses the school playground and field for outside play. The club may care for 24 children aged four to eight years and is registered on the Early Years Register and both parts of the Childcare Register. Children aged eight to 11 also attend. The club admits children mainly from Dundale school but some children also attend from other schools.

Overall effectiveness of the early years provision

Topkidz @ Dundale makes satisfactory provision for its children. It is relatively new but it has established some significant strengths particularly relating to children's personal development. Day-to-day sessions are managed and led effectively by caring and enthusiastic staff who work hard to make sure that the setting is inclusive and the needs of individual children are met. There is a commitment to improving the provision further. Children are safe because welfare requirements are met fully and sensitively. The children make satisfactory progress and enjoy the play activities. There are good relations with the school where the club is based.

What steps need to be taken to improve provision further?

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

- develop a detailed record of children's assessments based on the areas of experience and use this as a guide to planning future play and learning opportunities
- continue to work to make the environment more stimulating

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

- ensure that the risk assessment includes information regarding regular fire drills.

10/02/2009

The leadership and management of the early years provision

There is particularly good teamwork by staff and this ensures children's welfare. Staff are keen to improve the provision and are beginning to evaluate the after-

school club's effectiveness as part of this process. They have identified that they need to make the environment more stimulating. However, there is not enough involvement of Topkidz management in this process of self-evaluation. Additionally, there is insufficient clarity in some aspects of roles and responsibilities between Topkidz and the manager. The manager has a good knowledge of the curriculum for early years because she also works in a pre-school setting. Staff are actively developing their skills by attending training courses. One member of staff has a Level 3 qualification and is training for a degree in Early Years Education and another is undergoing training for a Level 2 early years qualification. Safeguarding arrangements are all in place.

There are good systems established for collection time and children and parents are extremely clear about the need to sign out. One carer reported how vigilant the staff were in phoning him to check on the identity of a family member who arrived to collect a child. All the required checks are carried out on staff before they start at the after school club. The risk assessment currently does not include notice of completed fire drills. The leadership works successfully with parents and carers. The parents spoken to reported how happy they were with the club and praised particularly the two members of staff for their energy, enthusiasm and the care they provided. One carer summed it up when they said, 'You couldn't keep this level of activity up at home'.

The quality and standards of the early years provision

Overall children make satisfactory progress. The provision for pupils' personal development is good. There are positive relationships between the staff and the children. As a result, children feel secure and confident with the adults and language skills are developed particularly well. Adults engage and question, talk and discuss with the children throughout the session. Independence and creative development is encouraged well, for example, when children are involved in making Christmas decorations. In this session, children worked with concentration developing their fine motor skills, handling scissors safely. Children concentrate and do not flit from one activity to another. They are also given opportunities to pursue their own interests. One child preferred, for example, to do some drawing and another went back to his art activity whilst the rest of the group played a game. The staff reinforced counting skills in one active game. The children's physical development is promoted well. A lively musical statues game provided good opportunities for movement and a visiting football coach organises a range of small games opportunities. Different daily activities are planned for and a range of resources are made available to children. There are good resources for sports. Staff assess children's progress but are not using developmental guidance to help them plan future activities and play opportunities so that children develop their skills further.

Children's welfare is really important to the staff. The children are very happy and confident to approach the adults around them. This is because staff give them positive feedback. Children are well cared for and kept safe. They handle equipment very carefully because staff guide them attentively. Any accidents are dealt with capably by a member of staff with a first aid qualification for younger

children.

Pupils' personal development is good and staff care for their individual needs well. Children's enjoyment is evident in their response and participation in the activities planned for them. Snack time is a relaxed, sociable 'family occasion', supporting the development of good manners, for example, by children passing fruit to one another. They also have access to water at all times. Children behave and concentrate well. They contribute to the formation of club rules and a star chart reinforces good behaviour. They learn effectively about how to eat healthily when they are offered fruits at snack time. Children enjoy a snack and drink partway through the session as a result of staff developing routines successfully. Children make a good contribution to the club through the shared inventiveness of their games. For example, one five year old took great delight in managing the music to eliminate the adults from the statue game. The club promotes good social and language skills and overall supports satisfactorily their development for the next phase of education.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	2
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?	3

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 registration.

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.