

# Lindees

## Inspection report for early years provision

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**Unique reference number**

EY239836

**Inspection date**

04/03/2009

**Inspector**

Anne Wesley

**Setting address**

Batchwood School, Townsend Drive, St. Albans,  
Hertfordshire, AL3 5RP

**Telephone number**

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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

Lindees opened in 2002. It is located in Batchwood School in St Albans. It offers an after school club and holiday club. The after school club runs Monday to Friday term time only, from 15.15 to 18.15 and also provides care on school inset days. The club serves a large number of schools in St Albans, including a special school, where children are taken to the club by car, minibus or by 'walkers'. The holiday club runs daily from 08.45 to 18.15. Children may attend for a full day or a morning or afternoon session.

The club is registered for 68 children aged from five to eight years, although they are able to cater for children up to the age of 11 years. The club has children with learning difficulties on its roll as well as children who are learning English as an additional language. The club employs seven staff. Four of these staff, including the managers, hold appropriate early years qualifications. Other staff have attended relevant training sessions and workshops and are working towards relevant qualifications.

There are 50 children on roll and the club is in on the Early Years register and both the voluntary and compulsory parts of the Childcare register. Currently the club is not accessible to wheelchair users.

## Overall effectiveness of the early years provision

The quality of the provision for children in the Early Years Foundation Stage is outstanding. The staff's excellent knowledge about each child enables them to offer an individual, inclusive approach. As a result, the needs of the early years children are met particularly well. Children are happy and relaxed in this nurturing environment and through the children's committee they play an important part in deciding what their club should offer them. The welfare requirements, risk assessments and safeguarding procedures are rigorous which ensures the children are kept safe and healthy. Ongoing monitoring and evaluation of the provision in consultation with both parents and children enables staff to identify areas for development and ensures excellent continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- extend the role of the key worker, as appropriate to the setting, so that they become more involved in the assessment of the children's achievements and help to plan for the next steps in their development.

## The leadership and management of the early years provision

The club is led and managed extremely well. The managers are fully committed to updating their knowledge and professional skills through training and reading

current literature. It ensures that children's welfare, safety and care are promoted. Training for meeting the requirements for the revised Early Years Framework has been particularly effective and children now have developmental records which are shared with parents. Appropriate systems are in place to promote children's welfare and safety and staff demonstrate a clear understanding of their roles and responsibilities in protecting children. Robust recruitment and thorough vetting procedures ensure children are cared for by suitable people. Good risk assessment procedures are in place with daily checks for some areas and weekly checks for others. The caretaker is involved in ensuring that the large outside area is always a safe place to play.

Staff actively strive to maintain and look for ways to improve the high quality care and education they provide. Self-evaluation is used effectively by the managers to identify areas for improvement and children benefit as the staff continually add new activities. Staff have rightly identified that the next step is to involve parents in the self-evaluation process. For example, a questionnaire for parents on the view of the club's approach to inclusion is planned. New activities are devised in consultation with the children who meet regularly as a 'children's' committee. They also play an important part in deciding what new equipment should be purchased. Comprehensive policies and procedures are in place and these are implemented effectively, underpinning the excellent practice in the setting. Daily discussions ensure parents are kept fully informed of any important information and this is displayed clearly for all those collecting children. The managers are working with some parents so that letters will be available in both Polish and Urdu. There is very good liaison between the club, the host school and the increasing number of local schools served by the club

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

Children are very happy and well cared for in the warm, bright and child-friendly environment. The atmosphere is calm and relaxed, children behave well and children of different ages play very well together. There are many resources available and they are stored carefully to allow safe, independent access. As children are able to select for themselves what they would like to play with, they remain interested in what they are doing. Some activities are prepared in advance as agreed with the children; for example wood working equipment and modelling materials are available for on-going projects. Most activities are child led although adults offer their ideas to take the learning forward as appropriate. Staff demonstrate an understanding of their role in providing activities that complement the full Early Years Foundation Stage Framework. For example a quiet space for sharing books has been developed and a full range of resources are available for creative activities. The role play area is currently a jungle hut which adds to the interest in the animal theme. In addition staff are noting the children's developments in the six areas of learning. There is scope to develop this further by using the key workers allocated to each child to sharpen the focus and inform future planning even more. Robust hygiene routines are in place in the setting, helping to promote children's good health. Staff remind children to wash their hands before eating and children confidently explain the reason for these routines. They may have a drink and pieces of fruit whenever they like. A weekly menu is

published which shows a variety of healthy nutritious food and the children can explain about healthy eating. The children have good access to the outdoor play area which is well equipped with small PE apparatus and is used whenever the children choose. In addition the school hall is large enough to allow safe active play to take place. The hall is often used for dancing and movement to music as well as sports. Their physical development is very well catered for. Children make a positive contribution to the day to day running of the club by clearing up, helping staff to prepare new activities and by their apparent concern for each other's enjoyment. The children are encouraged to think of others such as those who help them, as well as those less fortunate than themselves. They raise money for children's charities and sponsor a child in Africa.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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