

# Take5

## Inspection report for early years provision

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<b>Unique reference number</b>	EY252801
<b>Inspection date</b>	24/03/2009
<b>Inspector</b>	Gillian Walley
<b>Setting address</b>	Leverstock Green Jmi School, Green Lane, Hemel Hempstead, Hertfordshire, HP2 4SA
<b>Telephone number</b>	07773445064
<b>Email</b>	
<b>Type of setting</b>	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 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).

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**

Take 5 is an Out of School Club run solely for children attending Leverstock Green primary School. It opened in 2003. The facility is open during term time only, Monday to Friday from 15.15 until 18.00. There are 40 children aged four to eight years on roll and this is the maximum number of children permitted to attend at any one time. Children aged up to 11 years attend. The setting is located within the school and has access to the dining area, hall, outside quad area, school fields and playground. There are cloakrooms adjacent to the dining area. Four practitioners are employed; two hold NVQ level 3 childcare qualifications and one holds NVQ level 2. There is suitable access for adults and children with mobility difficulties or disabilities. The setting is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It supports children with learning difficulties and/or disabilities and those children with English as an additional language. The setting works in close partnership with the school.

## **Overall effectiveness of the early years provision**

This is a good setting with good capacity to make further improvements. Good leadership and effective teamwork ensure that children are happy, well cared for and included in all activities. As a result they want to attend the setting and enjoy their time there. They play well together both indoors and outdoors on the adjoining school playground and field. Children behave well, develop good relationships and make good progress in their social and personal skills.

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

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

- establish a system for exchanging information about children's needs with their teachers so that children receive good support in meeting their targets.
- ensure that the premises are safe and secure; this refers to the kitchen door handle.

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

Effective leadership and management ensures that all practitioners are involved in the self-evaluation processes so that priorities for further development are identified and appropriate actions taken to improve provision. Recommendations from the previous inspection report have been implemented. There are rigorous procedures in place for security and safeguarding children. For example, in vetting new staff and completing regular risk assessments. There is a signing-in procedure and doors are kept locked. There are sound procedures for dealing with medical needs and any accidents are logged and monitored. Young children are escorted from their classrooms by the adults at the start of each session. There is a secure password system, which parents can use if a child needs to be collected by a

different person.

Practitioners are focussed on providing an enjoyable and relaxed environment for the children, where they are encouraged to develop their skills and enjoy a wide range of new experiences. Adults support children well, for example, by suggesting they wear their coats if they are going outside to play. The leader seeks the views of parents and other family members about the provision and acts on their suggestions.

Parents are happy with the provision and especially like the way their children mix with older children in the setting. They like the buddy system which helps younger children to make the most of the opportunities on offer and to grow in confidence. Parents feel that the adults listen to their children's views and provide them with activities which they enjoy and which support their personal development well. There is a notice board providing information and celebrating the children's achievements. Parents find the practitioners helpful and approachable and they readily exchange information about the children at pick up times. Parents feel that their children are safe and secure. Practitioners take good care of children's welfare and well-being needs. The setting is considering a system of recording children's achievements in more detail to share information with their parents. Parents would like the setting to provide more time for outdoor play for their children.

The setting has close links with the primary school and with other agencies. However, there is scope to enhance dialogue between the setting and the school so that information about children's needs and their individual targets can be shared and addressed to help children make even better progress. The setting has adopted policies in line with those used by the primary school, so that children are given consistent treatment throughout the day. For example, the Golden Rules, which are the basis of the school's positive behaviour management policy have also been adopted by the setting. This also promotes a common understanding of expectations, which parents find helpful.

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

Children are provided with a wide range of activities which are enjoyable and which develop their social skills. They behave well and respect adults and one another. They feel well cared for and safe, and they enjoy coming to the setting. They like the opportunity to play with older children and enjoy activities they cannot do at home. Activities are planned carefully so that there is a good range on offer, which changes regularly. Practitioners make good use of the space available and have identified that use of the outside environment could be extended by developing an adjoining outdoor area to enable children to spend more time outside growing vegetables and playing with sand and water.

Children can choose the activities which interest them most; for example, they can cook and enjoy a range of creative tasks. There are activities which develop a range of skills, including solving problems. The range of equipment for outdoor games is good and this provides children with opportunities to develop specific

skills, such as catching and throwing. Children understand the importance of a healthy lifestyle and learn about personal hygiene; for example, why they need to wash their hands before they eat. They enjoy a healthy tea together and help to clear away afterwards. Drinking water is always available. They are offered choices and chances to taste new foods. They develop their multicultural awareness by eating different foods at special festivals, for example at Chinese New Year and on Pancake Day. Children know how to evacuate the building in an emergency and they practise this regularly. They know that they must walk carefully to the playground and wait with an adult to be told what activities are available for them.

Children develop their independence because they can choose what they want to do and they collaborate well in pairs or groups. They concentrate on an activity for a sustained period of time when they are enjoying it. They behave well because adults have high expectations of them and there are good routines. There is a good range of motivating resources and the leader plans to increase the opportunities for role play. Outdoors there is good range of small equipment available so that children can develop their skills. There are opportunities for climbing and imaginative play. The provider needs to liaise with the school with reference to the handle of the kitchen door as it is the school's responsibility.

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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?	2

### 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>	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?	2

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## **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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