

Topkidz @ Grove Road

Inspection report for early years provision

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EY373294

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Inspector

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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 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 @ Grove Road is one of six registered Topkidz provisions within Hertfordshire and was registered in June 2008. It operates from an area of the primary school that surrounds a quadrangle outdoor play space at Grove Road Primary School in Tring, Hertfordshire. Additional outdoor play space is provided in the school grounds. The premises consist of a dining room, large carpet area, library area and hall. All areas are accessible on one level and include girls and boys toilets and disabled facilities.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently six children on roll within the Early Years Register and 45 further children within the compulsory and voluntary parts of the Childcare Register. Children attend for a variety of sessions and are enrolled at Grove Road School during the day. The setting currently supports a minority of children who have learning difficulties and/or disabilities and who speak English as an additional language.

The setting opens five days a week from 15.15 to 18.00 during term time only. A Holiday Play Scheme operates from 08.45 to 17.45 during the main school holidays when there is sufficient demand, although a nearby Topkidz scheme is also available.

Topkidz @ Grove Road employs five staff including the manager who is the club's owner. Staff work with the children and have varying working patterns. Of these, three have appropriate early years and/or play work qualifications to National Vocational Qualification Level 2 or 3. There is one member of staff currently working towards a recognised early years qualification. The setting receives support from the Extended Schools Coordinator.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The management have made a commitment to improve the setting and are beginning to self-evaluate the provision. Most policies and procedures are in place that promote children's security, safety and welfare overall, although some are not robust. Partnerships with parents and other providers contribute to the continuity of children's welfare and care, help the staff to know the children well, and meet individual needs overall. There is little shared awareness of children's learning and development, with parents and other providers delivering the Early Years Foundation Stage (EYFS) and assessment of children's progress is limited. However, the organisation of activities enable children to relax and play socially with enjoyment, often making decisions about their play and thus making suitable progress in their learning and development overall.

What steps need to be taken to improve provision further?

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

- ensure that all practitioners have up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately taking account of the Local Safeguarding Children Board (LSCB) guidance and procedures
- ensure that induction training is provided for new staff including matters such as evacuation procedures, child protection and health and safety issues
- develop further the observations and assessments and implement systems when children attend several settings to ensure that practitioners from each setting (and parents) regularly share the children's learning and development records and use this information to plan activities.

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

- ensure that the risk assessment identifies aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked, with particular regard to security of toilets and exits (Suitable premises, environment and equipment – also applies to both parts of the Childcare Register).

17/07/2009

The leadership and management of the early years provision

Management recognises key strengths of the provision and has taken steps to improve by addressing actions raised at the last inspection and implementing more free-flow options which have contributed to improving children's engagement and enjoyment. The setting meets regularly with school staff who are supportive and are helping to develop the provision, thereby sharing a common purpose for the benefit of the children. Self-evaluation is in the early stages of development, identifying some valuable aspects for improvement but not yet systematically targeting areas that most need improvement.

Staff show a basic awareness and commitment to safeguarding children, so can protect children's welfare overall. One member of staff has attended recent training in child protection and has used this knowledge to update the child protection policy and procedure. However, the revised information is not shared with parents or the staff team who are unfamiliar with Local Safeguarding Children Board procedures. Areas such as recording existing injuries are not considered to fully protect children's welfare. Induction training has been overlooked for the newest staff, resulting in a less secure knowledge of evacuation, child protection and health and safety issues, although staff work directly with the children supporting them well and promoting positive and respectful relationships. Prompt sheets help to define staff tasks each day, consequently the setting runs smoothly overall. Staff monitor high risk areas that are less secure, shutting classroom doors to restrict areas not included in the registration, and supervising children using

toilets that lead to the outdoors, thereby keeping children safe overall. However, risk assessments are not robust to identify and evaluate everything with which a child may come into contact. For example, security is not included which limits the extent that robust solutions can be found to minimise risks. Additionally, the provider has committed an offence by failing to notify us of a change to people managing the early years provision. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. The provider has undertaken to provide information immediately and the managers working at the setting have been vetted therefore there is no significant risk to children.

Partnerships with parents are positive and parent feedback indicates they are very satisfied with the care arrangements and with the strategies to support children with learning difficulties and/or disabilities. Parents particularly like the consistent staffing, the family atmosphere and the effective communication. Helpful information is provided through a notice board, welcome pack and newsletters. Information exchange generally focuses on children's welfare, therefore parents and teachers delivering the Early Years Foundation Stage (EYFS) have few opportunities to share learning and development records.

The quality and standards of the early years provision

Children are making satisfactory progress in their learning and development. Adults facilitate children's choices overall and are supportive and involved in children's play and learning. They follow children's leads for most of the session and intervene when necessary, for example, to support positive relationships when children are occasionally unkind to one another. Through the routine, children are developing a suitable understanding of health, personal hygiene and well-being. They wash their hands independently before being directed to sit for a group snack. Many children enjoy the friendly banter as they butter their own bread and choose sandwich fillings. Sometimes, children's independence is restricted when well-intentioned staff pour the drinks of squash and intervene to butter younger children's bread without asking their preferences. However, children feel confident to communicate these preferences and staff are respectful, providing fresh bread when they acknowledge children didn't want butter. Staff offer extra helpings of food so that children can eat according to their appetite.

Older children willingly respond to an invitation from staff to help serve pre-prepared fruit. They are good role models and politely offer other children, staff and visitors portions of sliced apple or chopped oranges and respectfully ask younger children if they have finished before clearing their plates. Consequently, children are encouraged to develop appropriate behaviour, and be respectful towards one another. Children are aware of what is not acceptable, such as kicking, pinching and spitting, because they have incorporated these aspects into handwritten rules. These rules show phonetically plausible attempts at writing more complex words, for example 'weey be qwayet.' However, further guidance is not provided to extend this knowledge through examples of rules in print that can be easily understood by all who use the club, including those with English as an additional language. Children can select books and enjoy reading in small groups

with staff. They proudly share samples of their drawings with staff and receive warm praise. Their confidence is further promoted when staff offer to display their work, if they wish.

The periodic observation and assessment of children's learning provides general comments of children's dispositions and interests set against the EYFS principles. Formal links to the early learning goals and to share records with parents and others delivering the EYFS are not established to ensure that complimentary activities are promoted that build on children's experiences and help them fulfil their potential.

There is a suitable balance of adult and child-led activities and after their snack, children eagerly respond when the manager indicates they can get down from the table and play. They settle quickly into freely chosen activities in designated areas and enjoy playing with simple role play resources that maintain their interest for a short time. They enjoy sorting, matching and counting games or playing cards collaboratively, deciding who will go first and developing positive relationships. Staff facilitate games well, joining in picture bingo, whilst allowing some children to take the initiative as callers, while others enjoy covering, counting and matching the illustrations on their boards. Outside play is offered daily at times decided by adults and children line up patiently to go out as a group while others choose to remain indoors. Children enjoy energetic exercise, running around in the fresh air and showing good coordination and strength, kicking balls with gusto and using various bats and balls competently. When prompted, staff encourage less enthusiastic children to become involved and children are helped to understand how to stay safe when reminded to use defined areas of the grounds.

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?	3
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?	3
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- notify Ofsted of any change in circumstances which affects the information held by the Chief Inspector as soon as is reasonably practicable, and in any event within 14 days of the event occurring, with particular regard to the manager and part time manager (Providing information to Ofsted) 08/07/2009
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 17/07/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report (Providing information to Ofsted) 08/07/2009
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 17/07/2009