

# Jousters at Crabtree

Inspection report for early years provision

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**Unique reference number** EY396988  
**Inspection date** 08/12/2009  
**Inspector** Hilary Preece

**Setting address** Crabtree Junior Mixed School, Crabtree Lane, HARPENDEN,  
Hertfordshire, AL5 5PU  
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**Email** admin@jousterschildcare.com  
**Type of setting** Childcare on non-domestic premises

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## 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.

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## Description of the setting

Jousters at Crabtree is one of eight out of school clubs run by a private company. It operates from the dining hall within Crabtree Junior Mixed School, Harpenden, Hertfordshire. Children attend from this school and the neighbouring Crabtree Infant School. Children have access to an enclosed outdoor play area. The school is accessible for wheelchairs and there is flat access to outside. The after school club is situated in a residential area on the outskirts of Harpenden. A breakfast club is open each weekday from 7.30am to 9.00am and an after school club from 3.00pm to 6.00pm term time only.

The out of school club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the out of school club at any one time. The out of school club can support a number of children with special educational needs and/or disabilities, and also children who speak English as an additional language.

There are four members of staff, two of whom hold appropriate early years qualifications to at least NVQ Level 3 and one is working towards a Level 3 qualification. The inspection took place during operation of the after school club only when two children in the early years age group were present.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the quality of the provision is satisfactory. Knowledge of each child's needs is sufficient in planning for their welfare and learning. Arrangements for safeguarding children and promoting their health and safety are generally effective, although a regulation is not fully met with regard to record keeping. Children are positively involved in celebrating their own diversity and difference and finding out about the local and wider community. Positive partnerships with parents and carers are beginning to involve them in their children's care and learning. Links with other providers of the Early Years Foundation Stage (EYFS) have not yet been fully explored to complement children's progress. Self-evaluation is beginning to identify some areas for improvement and suggests there is capacity to maintain continuous improvement as the club develops.

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

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

- ensure that records of CRB Disclosures show the date on which they were obtained. 22/12/2009

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

- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- build on the links with other providers of the EYFS to share information about children and support learning and development
- provide a rich and varied environment to support children's learning and development by increasing the range of books, dressing-up and role play materials, and information and communication technology resources
- develop a culture of reflective practice within the club to identify the setting's strengths and priorities for development, and ensure that the views of children and parents are considered in self-evaluation.

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

Children are safeguarded by secure procedures. The staff are suitably trained and understand what action to take in the event of a safeguarding issue. Evidence of suitability checks carried out on all staff is readily available. However, records of the Criminal Records Bureau disclosures do not include the date when the check was made, which means the welfare requirement is not fully met.

Equality and diversity is promoted by taking account of children's backgrounds and needs, planning appropriate activities that promote cultural awareness and challenging any discrimination or disrespect for others. The environment is planned so that resources are accessible to all children and information is freely available to parents. Basic systems for gathering information from parents about their children when they start have been introduced which provide a useful starting point. However, ongoing observations of children and opportunities to share information with other partners providing the EYFS, such as class teachers, are not yet well established. This means staff may not have full knowledge of how to plan for individual children's needs and support learning and development.

Current resources provide children with adequate indoor and outdoor play opportunities, although some areas such as the quiet book corner lack appeal and are therefore under-used. Self-evaluation has, however, accurately highlighted the need to increase the range of books and imaginative play materials. The self-evaluation process is largely carried out by the company managers and is not necessarily based upon observations and feedback from the staff team, parents and children. This means staff are not used to reflecting on their own practice in order to identify how they can further improve outcomes for children.

## **The quality and standards of the early years provision and outcomes for children**

Children settle in well. The club supervisor acts as key person to the younger children and all staff provide sensitive support to ensure their needs do not get overshadowed by the majority of older children attending the club. Staff plan activities to reflect the children's interests and complement some of their

experiences in school. However, there are no consistent arrangements for finding out about what children are learning in the EYFS in order to support their achievement and progress. Nonetheless, children are busily engaged and play happily with toys of their choice. Staff members support children ably whilst allowing children to lead with their ideas. They demonstrate some exciting imaginative play and develop skills in talking and listening whilst building an alien spaceship that a staff member cleverly incorporates into a made-up story to extend their interest. They are challenged to count down from five to one as the spaceship takes off into space, thus supporting their numeracy skills. Children enjoy regular opportunities to take part in creative art activities including colouring, painting, clay modelling and collage. They learn about the world around them through experimenting with Aboriginal art techniques and gathering autumn seeds to make collages which they proudly display on the wall. Children have limited opportunity to develop their skills and interest in information and communication technology because resources other than a digital camera are not available. Overall, children have fun and enjoy attending the club although some comment that they would like more choice of activity.

Children make positive relationships and behave well. They are actively involved in thinking about rules for respectful and kind behaviour which they display on the behaviour tree. Furthermore, they are encouraged to consider the appropriateness of their own behaviour and that of others as they decide who has earned a reward sticker each day. Children enjoy helping at meal times and benefit from the social occasion of sitting around the table together to eat. Meal times are used to support children's awareness of healthy eating and safe hygiene practices, and food is sufficiently nutritious and varied to suit most tastes. Children take part in physical activities and games in the playground when it is light and enjoy team games together. There is some opportunity for indoor activity such as table tennis and ball games which serve as useful activities to remind children about having regard for safety in their play. They further learn about how to keep safe through a topic on fireworks and discussions around what to do in the event of a fire in the school. However, staff have not followed this up by practising their emergency evacuation procedure with the children which means children may not be fully prepared in such an event. Risk assessments, daily checks of the premises and monitoring of visitors are carried out adequately to ensure children play safely and are kept generally secure within the accommodation. Arrangements for the safe arrival and collection of children are managed well.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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

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