

Topkidz @ Dundale "The Kabin"

Inspection report for early years provision

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Inspection date

19/11/2009

Inspector

Jane Mount

Setting address

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Topkidz @ Dundale has been registered since September 2008. It is a privately owned club run by Topkidz Out-of-School Hours and Daycare Group Ltd who have other out of school provisions which operate in Hertfordshire. The club is based at Dundale Infants School which is situated in Tring, Hertfordshire. It runs from a self-contained single story building based within Dundale school grounds and provides disabled access. The premises consist of a large play area, a small quiet room, and toilet and kitchen facilities. There is a secure outside play area which includes use of the school playground and outdoor play equipment.

Topkidz @ Dundale operates a term-time after school club from 3:15pm to 6:00pm, Monday to Friday. It also operates a holiday club during some of the school holidays from 8:45am to 5:45pm. A breakfast club is not currently running. Children from Dundale school attend the provision along with children from other schools in the locality including Goldfield, Bishops Wood, Long Marston and Pitstone. Children are transported in taxis.

The provision is registered for 24 children on the Early Years Register. It is also registered on the voluntary and compulsory parts of the Childcare Register. There are currently 22 children on roll including three children from the Early Years Register. Children attend the club aged from four years to 11 years.

Three members of staff generally work at the club. The manager holds a level three childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Poor organisation, lack of qualified, suitable staff and the absence of some required documentation means children's safety and welfare are not protected and their learning and development is hindered. Relationships with parents and others are friendly and communication is informal, however, it is not sufficient to ensure children's individual needs are met and an inclusive environment is provided to all. No systems to monitor and evaluate the quality of the provision have been implemented and there is no vision for the settings continuous improvement. Consequently, key weaknesses have not been identified and addressed which has a negative impact on the outcomes for children.

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the

following action by the specified date:

- plan an educational programme which enables children to make progress towards the early learning goals (Educational programmes) 11/01/2010
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs including undertaking sensitive observational assessments in order to plan to meet young children's individual needs (Organisation) 11/01/2010
- implement effective systems to ensure that any person caring for, or in regular contact with children are suitable to do so and keep records of information to demonstrate to Ofsted that checks have been done (Suitability of adults, also applies to both parts of Childcare Register) 11/01/2010
- ensure an effective safeguarding policy, which includes procedures to be followed in the event of an allegation being made against a member of staff is in place and ensure all staff understand the safeguarding policy and procedure (Safeguarding and promoting children's welfare, also applies to both parts of the Childcare Register) 11/01/2010
- ensure half of all staff hold a full and relevant level 2 qualification and all adults looking after children have appropriate qualifications, training, skills and knowledge (Suitable people) 11/01/2010
- ensure there is a named deputy who is able to take charge in the absence of the manager (Suitable people) 11/01/2010
- ensure at least two adults are on duty in a setting at any time when children are present (Suitable people) 11/01/2010
- take the necessary steps to safeguard and promote the welfare of children through ensuring children are kept safe when on outings (this refers to children travelling in taxis from neighbouring schools to attend the After School Club) (Safeguarding and promoting children's welfare) 11/01/2010
- ensure each child in the Early Years Foundation Stage is assigned a key person (Organisation) 11/01/2010
- maintain records for the safe and efficient management of the setting and to meet the needs of children to include accurate records of attendance (Documentation, also applies to both parts of the Childcare Register). 11/01/2010

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are not robust and do not protect children. For example, recruitment and vetting procedures are inconsistent with little or no information available to show how staff are suitable to care for children. This includes lack of information relating to their qualifications and criminal records checks. Consequently, children's welfare is at risk. A safeguarding policy is in place however it lacks the required information and is not shared with staff. Limited safeguarding training is undertaken by staff and therefore they lack the knowledge and expertise required to protect themselves and the children they care for. Poor safeguarding procedures are followed, such as allowing one member of staff to care for a child on their own. The manager is the designated safeguarding officer and has previously completed some safeguarding training but this was undertaken when working at another setting. Children's safety is not fully protected. For example, an adequate written risk assessment is in place which details checks carried out on a weekly basis to identify and minimise potential hazards within the setting. However, children's safety and welfare are not protected such as when travelling to the setting from neighbouring schools in taxis as safety procedures are not implemented to ensure children are safeguarded.

Records, policies and procedures required for the safe and efficient management of the setting and to meet the individual needs of children are either poorly organised or not in place. The policies that are in place are not consistently implemented and required information is not always completed, such as children's attendance records. Therefore, children's safety is at risk. Staff are not clear of their roles and responsibilities as there are no systems in place to support them such as staff induction, appraisals or staff meetings. Consequently, this has a negative impact on children's care, learning and development. A communication book is used to share some information between staff who work at the setting on different days.

There are no systems in place to monitor and evaluate the settings key strengths and areas for development. Consequently, many of the EYFS requirements are not met. Not all areas highlighted for improvement at the last inspection have been addressed. For example, recommendations made regarding planning and assessment and improving the environment for children have not been implemented which has not improved outcomes for children. An action regarding fire procedures has been addressed. The manager is aware of some of the settings weaknesses but lacks the support needed from the provider to secure improvement. For example, poor recruitment and staff deployment procedures mean unqualified and inexperienced staff are regularly caring for children. This includes the deputy who is not qualified, lacks experience and who is left in charge on occasions as the manager is not at the setting on a full time basis. Consequently, children's care and welfare are not protected. Continuous professional development is not promoted and little information is available at the setting to show any training staff have undertaken.

Children's individual needs are not met and inclusive practice is not promoted because information shared with parents and others is limited. For example, parents briefly chat with staff when they collect their children but no system is in place to exchange more detailed information such as children's starting points or to share children's achievements or progress. Also, a key person system has not been effectively established to ensure children's individual needs are met. Links with other early years settings, such as the schools children attend are not in place to ensure children are fully supported and to promote continuity in their care and learning.

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

Children's learning and development needs are not promoted to ensure they are making progress in their learning. Planning is limited and does not relate to the six areas of learning or cater for individual children's learning. Simple observation and assessment systems were implemented when the setting first registered however these have not been completed for several months and have not been undertaken on the current early years children who attend the setting. Consequently, children's individual learning needs are not identified and their progress is hindered. Account is sometimes taken of children's interests, such as, when a child asks a member of staff for a favourite game from the cupboard. However, inadequate planning of the environment and activities inhibits children's choices and does not enable them to experience a varied range of experiences and play opportunities.

Activities and play experiences are informally organised and children are provided with an adequate range of resources which are age appropriate. Staff are friendly and on hand to offer support to children as needed. The organisation of the environment enables children to use the outdoor play area and they enjoy playing games in the garden to encourage their physical development such as chasing leaves or climbing on the school apparatus. Children sometimes take responsibility in the setting such as helping at tea time and enjoy spreading cheese spread on their crackers or pouring their own drinks. They have some opportunities to make choices, for example, to play between indoors and out or to select from the resources available to them indoors. Children's creative development is overall promoted with some opportunities for children to play with play dough or sometimes to paint or take part in activities such as making a birthday chart. Some of the children's art work is displayed which encourages children's sense of belonging. Children's communication language and literacy skills are adequately supported with some opportunities for singing or reading stories. Limited opportunities are available for children to learn about the wider world. Children are developing an understanding of technology such as when they play musical statues and are able to operate the tape player. However, children are not making progress in their learning towards the early learning goals because their individual learning and development needs are not identified and met.

Some strategies are in place to ensure children remain healthy and the risk of cross infection is minimised. For example, children are reminded to wash their hands before they have their tea and sometimes discuss the reasons for doing so.

Children are presented with a balance of healthy food choices at tea time and fruit squash or water is available to drink. A menu is displayed to share the information with parents. Children have some opportunities to learn about healthy eating. For example, they have previously made fruit kebabs and discussed the benefits of eating fruit. Children appear secure in the setting and enjoy playing with their friends. They have some opportunities to learn about how to stay safe. For example, staff remind children of the leaking tap in the bathroom and to be careful of the wet floor when washing their hands before tea in case it is slippery and they fall. Children are beginning to learn about what to do in an emergency such as when they have discussed the procedure to follow in the event of a fire. Behaviour is generally dealt with in a consistent manner and responsible behaviour is acknowledged. Staff sometimes reinforce sharing and respecting others feelings and children have enjoyed being involved in making the rules for the club. When asked children know the rules and confidently explain the reasons why they mustn't draw on the walls. Children are beginning to understand responsible behaviour and are becoming familiar with their boundaries. However, they are not always engaged in their play and at times become boisterous because they don't receive a challenging learning and development experience that is tailored to meet their individual needs.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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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:

- take action as specified in the early years section of the report (Suitability of adults) 11/01/2010
- ensure that at least two suitable persons are present on the premises at all times (Welfare of the children being cared for; also applies to the voluntary childcare register) 11/01/2010
- ensure at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (Qualifications and training) 11/01/2010
- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare) 11/01/2010
- take action as specified in the early years section of the report (Documantation). 11/01/2010

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 early years section of the report (Suitability of adults) 11/01/2010
- take action as specified in the compulsory section of the report (Welfare of children being cared for) 11/01/2010
- take action as specified in the early years section of the report take action as specified in the early years section of the report (Safeguarding and promoting children's welfare) 11/01/2010
- take action as specified in the early years section of the report (Documantation). 11/01/2010