

# Topkidz @ Borehamwood

Inspection report for early years provision

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**Unique reference number** EY356831  
**Inspection date** 19/11/2009  
**Inspector** Cheryl Langley

**Setting address** Saffron Green First School, Nicoll Way, BOREHAMWOOD,  
Hertfordshire, WD6 2PP  
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**Email** enquiries@topkidzgroup.co.uk  
**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

Topkidz @ Borehamwood registered in August 2007. It is one of five out of school clubs run by Topkidz Out-of-School Hours and Daycare Group Ltd. The club operates from the Rainbow Room annex at Saffron Green School in Borehamwood, Hertfordshire. It provides a service to Saffron Green and Kenilworth schools. Children have access to an enclosed outdoor play area.

The out of school club is on the Early Years Register for children in the age range of three to five years and on the compulsory part of the Childcare Register and voluntary part of the Childcare Register for children between the ages of five to eight and nine to 11 years. A maximum of 32 children may attend the breakfast, after school club and holiday play scheme. There are currently 14 children on roll, three of whom are in the early years age range, the other children range. The club is open each weekday from 7.45am until 8.50am and after school from 3pm to 6pm term time only. The holiday play scheme club runs for designated weeks during the school holidays if parents request it, from 9am until 5pm.

There are three members of staff who work with the children at various times in the after school club. The manager has an appropriate early years qualification. The other two members of staff are not qualified. There are two members of staff working in the breakfast club. Both have a level 2 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The inspection took place at the after school club. The manager of the after school club has been in post for two months at the time of the inspection. She has knowledge of each child's needs and makes sure that their welfare and learning is promoted. Systems for support to the manager are not fully developed. Some specific legal requirements are not met. This may compromise the children's safety some of the time. The partnerships with parents and schools are being developed. Children's views are sought and respected and this is a strength of this out of school club. The manager has identified and acted on priorities for development as far as she is able and made significant improvements in the outcomes for children.

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

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

- make sure evidence of an enhanced Criminal Records Bureau (CRB) disclosure is available in respect of every person over the age of 16, this refers to staff working in the breakfast club and those providing temporary cover (Safeguarding and promoting children's welfare) (also applies to both parts of the 27/01/2010

- Childcare Register)
- ensure staff have appropriate qualifications, training and skills. This relates to all clubs having at least one first aider on site and on outings, a named deputy, supervisors with appropriate level 3 qualifications and half of the rest of the staff with relevant level 2 qualifications (Suitable people) (also applies to both parts of the Childcare Register).

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

- provide resources which create a challenging environment which supports and extends children's learning.

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

Children's welfare is safeguarded with regard to child protection. The staff have a good understanding of the signs to look for and steps to follow should they have any concerns about a child in their care. The manager has recently updated training in this area and a suitable policy and procedure is in place to support staff and inform parents. However, procedures to ensure adults are suitable to work with children are inconsistent and evidence is lacking. Some staff have had relevant Criminal Records Bureau (CRB) checks, but there is insufficient evidence to show that all have. The manager for the after school club has the required qualifications and experience but this is not the case for the staff at the breakfast club and there is no named deputy to cover in the manager's absence. Only the after school manager has current paediatric first aid. This means that children attending the breakfast club and those who are collected from school by other members of staff may have their health compromised in the manager's absence. These are specific legal requirements that are not being met and may put the children's safety and well-being at risk.

The manager is motivated to seek further improvement. She has highlighted areas for improvement and taken action to improve the outcomes for children. For example, training has been updated in safeguarding, as a consequence the after school club has robust systems to keep children safe. She also developed the system for observation and assessment for the Early Years Foundation Stage, to seek the views of children and develop the partnership with parents, as well as the schools that the children attend. A key person system has also been implemented. Recommendations from the previous inspection have been met. An effective action plan is in place which targets the key areas for improvement and the manager is working with the local authority to address these. Arrangements to support the manager in implementing the plans are not fully developed. This makes it more difficult for staff to meet the targets set and hinders some of the improvement to the provision.

The toys and equipment available are limited but adequate to support children's

learning and development. Children choose from some toys that promote imaginary play, art activities, books and board games. Outside play equipment has recently been added to and provides stimulating physical play. Staff are deployed effectively and ratios met to support and guide the children when required. Interesting planned activities promote the children's learning and help them acquire skills for the future and develop an understanding of diversity. All children are included in the play and activities on offer and a fair system of turn taking is encouraged when there are only one or two items available that have to be shared. There is sufficient space for children to move around safely inside and appropriate furniture for table top games and meals. Risk assessments are carried out regularly and action taken to minimise any potential risks.

A strong partnership with parents ensures that the children's individual care needs are met. Links with schools are being developed to promote consistency in the children's care and learning. Children are valued and respected. For example, children's permission was requested for staff to carry out observations on them. Their views are sought to enable staff to provide activities which interest and stimulate them. They are all included in planning and putting their ideas forward and they are kept up to date with the progress they are making. This is a particular strength of this provision. As a result, children feel confident and secure. Their self-esteem is promoted. They have a sense of pride in their after school club.

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

The manager has a sound knowledge of the Early Years Foundation Stage welfare and learning requirements. Adequate resources mean that the level of challenge is just sufficient to meet children's needs. This is enhanced by the interaction of the manager and the stimulating planned activities provided. Observation and assessment is used to plan the next step in each child's development. Good strategies are used to manage behaviour. Clear boundaries are in place and children have a good understanding of the impact their behaviour has on others. Children are praised at appropriate times. For example, when they show kindness to others.

Children are happy and settled in the after school club. They are engaged most of the time and enjoy attending. Children have formed positive relationships with other children of all ages and the staff. Older children make sure the younger ones are able to join in. Children are confident to initiate role play with toys or physical activities such as dancing. They enjoy expressing themselves creatively with paint or with pencils to draw pictures to put on display. Physical skills are enhanced as they practise using tools and utensils such as scissors. Children coordinate and control their bodies to play games with bats, balls and hoops. Social and problem solving skills are developed as they take part in board games.

Children know how to keep themselves and others safe. Drawing on their interests and experiences, activities are planned to promote safety awareness. For example, children learn how to respond if they are put in danger by fire or a firework. They

respond positively to sensitive reminders from the staff about safety and help devise rules to promote this. Knowledge of health and hygiene practices are developed through routines such as hand washing at appropriate times and wearing protective clothing for messy play. A balanced diet is provided with healthy snacks and meals available at each session and children have access to drinking water at all times. Staff are aware of any particular health or dietary requirements. They adhere to procedures to keep the children safe and healthy.

Children learn about difference in a positive and interesting way. Role play is used to promote an understanding of people with differing abilities and the issues they may have to deal with. Puzzles, books and play figures reflect diversity. Planned activities include celebrating festivals from a variety of cultures, ethnic backgrounds and religions. They are currently planning activities for Christmas. Food is used to promote a knowledge and understanding of the world. Children enjoy fund raising events for national charities which help others. Staff find out about each child's background to support and meet their individual needs. Children develop some skills for the future. A few programmable toys are available to promote this such as a laptop, keyboards and mobile phones.

## 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	4
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
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	3
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:

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 to care for children, or have regular contact with children, Qualifications and training) 27/01/2010

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 to care for children, or have regular contact with children, Qualifications and training) 27/01/2010