

# Topkidz @ Grove Road

Inspection report for early years provision

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**Unique reference number**

EY373294

**Inspection date**

19/11/2009

**Inspector**

Sheila Harrison

**Setting address**

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Hertfordshire, HP23 5PD

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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 @ Grove Road is one of five registered Topkidz provisions within Hertfordshire and was registered in June 2008. It operates from Grove Road Primary School in Tring, Hertfordshire. The premises consist of a dining room, large carpet area, library area and occasionally the hall. Outdoor play space is provided in the school grounds. 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. They are willing to support children who have learning difficulties and/or disabilities and those who speak English as an additional language.

The setting opens five days a week from 3:15pm to 6:00pm during term time only. A holiday play scheme sometimes operates from 8:45am to 5:45pm during the main school holidays. A nearby Topkidz scheme is available during holidays when this scheme is not running. Topkidz @ Grove Road employs four staff including the manager. Staff work with the children and have varying working patterns. Of these, two have appropriate early years and/or play work qualifications to National Vocational Qualification Level 2 or 3. The setting receives support from the Extended Schools Coordinator.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is inadequate.

Children's welfare and safety is not promoted. Safeguarding, risk assessments and recruitment procedures are not effective and the use of the premises by others, do not ensure children's safety. The current manager has implemented improvements to the planning and assessment systems and the documentation. However, these are not consistently applied nor fully sustained. Children's learning and development is generally supported although the key worker system does not ensure the needs of all children are routinely met. There are some useful partnerships with the parents and others to acknowledge the uniqueness of each child.

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:

- implement an effective safeguarding children policy and procedure. The provider must ensure that all members of staff understand the safeguarding policy and procedure including the procedure to be followed in the event of an allegation being made against a member of staff. (Safeguarding and promoting children's welfare-also applies to both parts of the childcare register) 12/01/2010
- ensure that least one person who has a current paediatric first aid certificate is on the premises at all times when children are present. First aid training must be approved by the local authority and consistent with guidance set out in the Practice Guidance for the Early Years Foundation Stage. (Safeguarding and promoting children's welfare -also applies to both parts of the childcare register) 12/01/2010
- ensure that adults looking after children, or having unsupervised access to them, are suitable to do so and keep records to demonstrate to Ofsted that the checks have been done, including the number and date of issue of the enhanced CRB Disclosure (Suitable People – also applies to both parts of the Childcare Register) 12/01/2010
- name a deputy who is able to take charge in the absence of a manager (Suitable people) 12/01/2010
- ensure risk assessments are effective by reviewing, on a regular basis, all aspects of the environment with which children may come into contact that need to be checked (Suitable premises, environment and equipment – also applies to both parts of the Childcare Register) 12/01/2010
- 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. This refers to providing equipment and resources that are sufficient, challenging and interesting and that can be used in a variety of ways (Organisation) 12/01/2010
- ensure that the key person assigned to children within the Early Years Foundation Stage enables children to become familiar with the provision and to feel confident and safe within it, developing a genuine bond with the child and offering a settled, close relationship (Organisation) 12/01/2010

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**

Children's safety is not ensured. The setting does not have enough staff sufficiently trained in first aid on duty at all times. Adults walking through the premises carrying heavy and awkward objects puts children at risk of an accident. Risk assessments consist of a daily check list and do not detail an evaluation of the risks and actions taken to address the risks. For example, children and parents who attend the activity club held in the school hall walk through the club to the toilets. The hazards associated with this practice have not noted or evaluated and therefore action to minimise these risks have not been taken. Children are not safeguarded as the staff have insufficient understanding of the procedures to follow for reporting a concern they may have regarding a child or member of staff. The manager has recently compiled documentation to show the suitability of regular staff. However, there are insecure systems to show the suitability of temporary staff. For example, the status of the required checks and level of the first aid certificate is not available for inspection by the manager or Ofsted on the day of inspection. This is a breach of a requirement.

Management systems do not run smoothly as the gathering and analysis of evidence about the effectiveness of the early years provision lacks rigour. Some actions from previous inspections relating to risk assessments, first aid training and key worker systems have not been satisfactorily addressed or sustained and therefore the setting does not effectively improve outcomes for children. Strategies to undertake reflective practice are not in place and staff, parents and children are not involved in any self evaluation system. This limits the extent to which the policies and procedures are effective and inclusive for those children who attend. Some parts of the record keeping system have been improved. Children's entry details, information on their dietary needs, medical details, and their family contacts are now suitably collected and organised to meet the requirements of this aspect of the Early Years Foundations Stage (EYFS).

The availability of resources is poor and the quantity is not adequate to support children's learning and development. Children enjoy freely exploring the qualities of paint. However, they also report on insufficient equipment to keep their interest. For example, board games with missing pieces. Staffing arrangements are not consistent. The setting does not have a named deputy manager to take over in the absence of the manager, this is a breach of a requirement. Children's behaviour is not always supported and time is wasted through staff discussing the routine for this particular day. The manager has introduced a team meeting with the staff to discuss improvements to the planning and assessment schemes. However, these plans and assessments are newly in place and not consistently applied or not sustained throughout the week when other staff take on the management role.

There is a regular exchange of information with parents, providing them with adequate information on their children's well-being. Parents comment that they are happy with the changes in the setting and the children do not want to leave at the end of the session. There are suitable channels for communication between

the club, parents and school with the support group although the manager is not fully involved in the working of this group.

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

Children are generally happy at the setting and staff occupy them through a range of activities inside and out of doors. Staff are beginning to undertake basic observations of the children at play and are starting to evaluate the activities they provide to ensure it meets the needs and interests of the children. However, this is carried out inconsistently by the staff and therefore they miss opportunities to provide activities aimed to help children make progress in their learning. Children choose their activities and are expected to clear up after them. They freely choose a range of materials to make masks and are invited to think about the implications of their actions when using sticky tape to attach the masks to their faces.

Children have some chances to adopt safe and responsible practices as they are encouraged to walk and not run inside although the weakness in the management procedures give the children a false sense of security. They are developing suitable hygiene routines to avoid the spread of infection and parents are aware of the sickness procedures.

Children are developing healthy lifestyles as the improved opportunities to access the outdoor area gives children the opportunity to exercise vigorously and play team games. Children particularly enjoy dodge ball and the rules are explained to those who have not played this game before. Children enjoy a cooked snack and the staff report that the recently introduced café style timing of tea allows them to be more flexible in organisation of playtimes although the operation of the new system is not consistently applied and children's preferences are being missed.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	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>	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	3
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 outlined in the section of the report for the Early Years Register (Arrangements for Safeguarding Children) 12/01/2010

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 outlined in the section of the report for the Early Years Register (Arrangements for Safeguarding Children) 12/01/2010