

KNUTZ out of school club

Inspection report for early years provision

Unique reference number	EY396925
Inspection date	09/02/2010
Inspector	Jane Mount
Setting address	Knutsford Junior & Infant School, Knutsford Avenue, WATFORD, WD24 7ER
Telephone number	07908 353041
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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.

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Description of the setting

KNUTZ out of school club is a privately owned provision which operates from Knutsford Junior and Infant school in North Watford, Hertfordshire. The setting has use of a large classroom set within the school and associated facilities with direct access to an outside play area. A breakfast club operates from 7.45am to 8.55am every weekday morning during term-time and an after school club operates every week day afternoon from 3.15pm to 5.45pm during term-time only.

A maximum of 24 children may attend the out of school facilities at any one time. There are currently 56 children on roll including four children within the early years age group. The setting has systems in place to support children who have English as an additional language and children with special educational needs and/or disabilities. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five staff employed to work with the children. Four hold appropriate childcare qualifications with the remaining member of staff working towards a recognised qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides effectively for children in the Early Years Foundation Stage (EYFS) and close links with parents ensures children's individual needs are met. A welcoming and inclusive environment is provided and children's learning is promoted through the provision of a varied range of developmentally appropriate activities and play experiences. Children's welfare is protected by a staff team who effectively implement the settings policies and procedures. Some systems to monitor and evaluate the quality of the provision are in place including self-evaluation which is in the early stages of development.

What steps need to be taken to improve provision further?

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

- develop further a quality improvement process, such as self-evaluation, to continue to monitor and extend effective practice and ensure continuous improvement.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are secure and children's welfare is protected. For example, procedures are in place to ensure all staff are suitable to care for children including undergoing required Criminal Records Bureau (CRB)

checks. An informative safeguarding policy is in place which details how children's welfare is protected and this is displayed to ensure everyone is familiar with it. The environment in which children are cared for is safe with appropriate systems in place to ensure children's safety is protected. For example, children are closely supervised and the security of the premises ensures no unauthorised person can gain access and that children cannot leave unsupervised. Effective registration systems ensure children's attendance is accurately recorded, therefore, children's safety and welfare are protected. Daily written risk assessments ensure children are safe with any potential hazards identified and minimised.

Staff are guided by a strong management team who have a clear vision for the setting and strive for continuous improvement. All required documentation to ensure the safe and efficient management of the setting is in place. Effective systems such as regular staff meetings ensure staff are clear of their roles and responsibilities. Staff work well together as a team which has a positive impact on outcomes for children. Continuous professional development is encouraged with staff updating their knowledge through attending appropriate courses. This is the setting's first inspection since registration and the whole staff team are committed to fully implementing the EYFS. They have worked hard to develop a secure knowledge of the framework and this is reflected in their practice. The setting is aware of their key strengths and areas they wish to develop further and some processes are in place to monitor and assess the quality of the provision. For example, feedback is sought from parents and documentation such as policies and procedures are reviewed and updated. A self-evaluation system to reflect on and extend effective practice is in the very early stages of development. The setting aims to use this as a way of ensuring continued improvement.

Good use is made of space and resources and effective staff deployment ensures an environment that is safe and fully inclusive. As a result, children are happy and confident in their play and develop a strong sense of belonging as they feel included and welcomed into the setting. Children and their families are valued and appreciated. Their individual needs are met because staff have developed positive relationships with parents and carers. For example, a key person system, daily verbal feedback and regular newsletters keep parents informed about the setting and their children's progress and achievements. Also, the setting is in the process of developing a website to use as another way of sharing information about the setting. Links are in place with others delivering the EYFS. For example, the club liaises closely with the teachers in the school to ensure continuity and to help promote the full integration of care and learning.

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

Children's learning and development needs are fully promoted and this helps them to make good progress towards the early learning goals. They experience a varied range of activities and play opportunities which cover the six areas of learning and ensure children have fun. Staff are developing a growing knowledge and understanding of the EYFS and use the framework to plan activities and play experiences which take account of children's ideas and interests as well as their

abilities. Children's learning needs are addressed as staff monitor children's learning through observing and assessing individual children to identify their progress and achievements. Their developmental files are overall informative and show how children are progressing. Staff support children well in their play and create an enabling environment. Children are encouraged to be active learners as there is a good balance of adult-led and child-initiated play. Children are happy and motivated in their play and their independence skills are fully promoted. For example, tea time is organised so children can make their own choices as to when and what they eat and drink and take an active role in preparing their tea. Children have regular opportunities to express themselves creatively and to explore an extensive range of art and craft activities. Each child has a folder which contains a selection of their art work and they delight in using their imaginations when making musical instruments from cardboard boxes, paper and sticky tape or exploring colours when painting. Children learn about the wider world and other cultures and religions and staff promote a positive awareness of diversity through discussion and some activities. For example, for Eid children made cards. Recently they have been learning about countries that are cold and enjoyed making a snow scene display. Children have regular opportunities to develop confidence and understanding in problem solving, reasoning and numeracy with mathematical concepts reinforced through everyday routines and some activities. For example, children confidently count small beads when making patterns and enjoy playing games or cards which use numbers. Children's communication, language and literacy skills are promoted. For example, children enjoy looking at books or comics in the book area or practising their writing skills on the white board. Also, staff engage children in conversation when discussing the events of the day.

Staff are pro-active in implementing some effective strategies to promote and safeguard children's health and well-being. For example, children's health is protected as staff are fully aware of the correct procedures to follow if a child becomes unwell or has a minor accident. Children have regular opportunities to learn about how to stay healthy and about personal care routines. For example, they discuss the importance of hand washing and children know they must wash their hands before eating and after visiting the toilet without being reminded by staff. Children are provided with a healthy balanced diet and are developing an understanding of healthy eating as they are provided with healthy food choices. When asked children know it is important to eat plenty of fruit and vegetables. Children's physical health and development are promoted with regular opportunities to exercise planned into the daily routine and good use made of the available facilities. For example, full use is made of the outdoor play area where children enjoy playing football or cricket. An adjoining classroom is also available for physical activities if the weather is not suitable for outdoor play and children enjoy playing balloon tennis. Positive relationships between staff, children and parents enable children to feel secure in their surroundings. The environment is safe and children have opportunities to learn about how to keep themselves and others safe. For example, children are reminded not to run indoors in case they fall and hurt themselves or others. Children participate in fire drills on a regular basis, therefore, learn how to stay safe in an emergency. Children behave well because it is managed in a positive manner with clear boundaries set by staff. They reinforce sharing and respecting each others feelings and discuss how children's behaviour can have an impact on others. Consistent praise and encouragement from staff

ensures children develop high levels of self-esteem. Children are familiar with their boundaries and enjoy being involved in making the ground rules for the club which are displayed as a visual reminder. Children are encouraged to take an active role in the setting and are given some responsibilities. For example, older children spontaneously help younger children in their play.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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