

# Time Out Club

Inspection report for early years provision

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**Unique reference number** EY404608  
**Inspection date** 27/05/2010  
**Inspector** Naomi Brown

**Setting address** How Wood Junior & Infant School, Spooners Drive, Park Street, St. Albans, Hertfordshire, AL2 2HU  
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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

Time Out Club has been registered since January 2010. It is one of two local settings owned and managed by Time Out Club Limited. It operates from a newly constructed log cabin in the grounds of How Wood Junior and Infant School in Park Street, St Albans, Hertfordshire, close to local amenities. The building is on one level with full access to all facilities, including a base room, store cupboard, kitchenette and two toilets. The club have use of the school playground for supervised outdoor play sessions.

The setting is open each weekday from 3.15pm to 6.00pm, term time only. Children can attend for a variety of sessions. Time Out Club is registered on the Early Years and the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children may attend at any one time within the early years age range from age four years and children up to the end of primary school attend the setting. There are currently 20 children on roll. Children also attend from Park Street Primary School. There are strategies to support children with English as an additional language and with special educational needs and/or disabilities.

Four staff work with the children, including the manager. At least half of the staff hold a relevant Early Years qualification. The setting receives support from the Hertfordshire Early Years development team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the provision as they are cared for by knowledgeable and well organised staff. Children make good progress as they have access to a wide range of well planned resources which they are able to explore freely. Staff have worked hard to establish strong links with parents, carers and schools that the children attend and as a result continuity of care for all children is good. However, current systems of self-evaluation are general and require improvement to underpin stronger progress for the setting.

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

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

- further develop systems for recording children's arrival and departure times to ensure that these are consistently accurate
- further develop self-evaluation systems to make them more personalised to the setting

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

Children are effectively safeguarded by clear policies and procedures which set out all steps that staff will take to protect children in their care. Procedures for referral are displayed on the wall for all staff and parents to refer to and include recently updated information on local area procedures. This demonstrates the careful attitude that the manager has to ensuring she is consistently up to date with changes to good practice guidelines and required information. This thoroughly benefits all children in her care. The manager is well qualified and experienced. She clearly understands how to deliver good outcomes for a range of children and she is a positive role model for all staff as she joins in with the children and operates at their level for much of her time in the setting. Her personal commitment to training and improving her knowledge base translate into high expectations of staff. She has a clear vision of strengths and weaknesses of the setting. However, staff clearly know their roles and responsibilities and the flow throughout minding sessions is very natural and child lead. Children are well supported at all times and staff are clearly aware of their individual needs.

Current written self-evaluation systems do not consistently reflect the individuality of the setting, which detracts from the impact of this document. However, the manager has a clear picture of strengths and weaknesses and many ideas of how to improve practice and outcomes for children. She is currently undertaking a local quality assurance scheme so practice is evaluated well. This widens the capacity for the provision to improve.

However, while registration systems note approximate times of children's arrival and departure these are not consistently accurate in all instances. This is partly because children arrive in groups at the same time so the impact is minimal. However, the manager plans to address this as she understands that this may affect her ability to track children in the case of an emergency evacuation. All other paperwork is very well maintained and thoroughly supports the high standard of practice displayed in the setting.

Partnerships with parents, carers and other setting are strong. Parents have regular access to information about their children and key persons ensure that they are spoken to every day to give them an accurate picture of their children's welfare and educational achievements. Parents evenings and clear, well written policies enable them to understand well all steps that the setting take to protect their children. Clear systems are in place to exchange information on children's progress and any welfare information with schools that children attend. The manager has formed close links with children's teachers and is confident to seek a range of information from them including illnesses and any information on children's educational achievements. Observations and assessments are shared between settings so that children's progress can be accurately monitored. This ensures that continuity of care is good for all children and promotes good outcomes.

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

Children are making good progress within the Early Years Foundation Stage as they are well supported by staff who have a firm awareness of the curriculum. Children have free flow opportunities for play and they choose from a good range of activities which fully cover the six areas of learning, including painting, junk modelling and a large selection of board games. Children show high levels of concentration and develop good problem solving skills as they play with a wide range of board and problem solving games. They develop their critical thinking as they deduce how to move a plastic man from start to finish on a game called 'Tipover' and work out where the recyclable items are in a game called 'What Rubbish.' Staff support children well as they join in their games, asking a good range of questions to extend their learning, regarding their thought processes behind decisions they have made and encouraging them to count how many pieces they still have to find.

Children are able to express clear ideas about the wider world. For example, they talk about hot countries such as Greece where 'they paint their houses white so it keeps them cool'. They also describe an activity that they are planning involving the World Cup where they plan to adopt a country for the duration of the world cup. They talk about flags they will make and what teams they will support with enthusiasm. Children have many opportunities to contribute towards planning of activities and their views are sought at most stages of the planning process. Children are very confident and able to express their likes and dislikes clearly.

Opportunities for mark making are varied and freely accessed by all children. For example, they write names on their paintings and work and draw and write on low level whiteboards on the wall. Children enjoy the wide range of books available to them and freely access these from low level boxes. Children clearly feel at home in the setting and feel a sense of exclusivity and ownership of this area of school that is just for them. They are clearly proud of the setting and this encourages them to feel safe and secure during their time there.

Children have plenty of opportunities to develop their large muscle skills during outdoor play sessions as they have access to the school playground with a good range of play equipment including bats, balls and skipping ropes and staff join in games of tennis and rounders with gusto. Access to a snooker table and lots of pens, pencils, counters and small equipment give children plenty of opportunities to develop their small muscle skills.

Planning fully meets needs of all children and is clearly centred around their needs, likes and dislikes. Assessments of children are clear, meaningful and link to individual stages of the Early Years Foundation Stage to encourage children's good progress.

Children have a good awareness of their own safety. They manage themselves well in the setting and the staff are aware of issues that might affect their safety, for example, asking children to put away small toys that they are not allowed to

bring to the after school club. Children have a strong awareness of 'stranger danger', and are confident to question people they do not recognise. This helps them to protect themselves and feel safe within the setting.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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