

Topkidz @ Grove Road

Inspection report for early years provision

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Inspection date	24/11/2010
Inspector	Sheila Harrison

Setting address	Grove Road Primary School, Grove Road, TRING, 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.

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Description of the setting

Topkidz @ Grove Road is one of three registered Topkidz provisions within Hertfordshire and was registered in June 2008. It operates from Grove Road Primary School in Tring, Hertfordshire. The setting uses the Key Stage 2 classrooms, IT suite and the nursery unit classroom. Outdoor play space is provided in the nursery playground and 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 two children on roll within the Early Years Register and 37 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. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting opens five days a week from 3.15pm to 6pm 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 five staff including the manager. Staff work with the children and have varying working patterns. Of these, two have appropriate National Vocational qualifications in early years and/or playwork at Level 2 or 3. The setting receives support from the local authority Extended Schools Coordinator.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in the setting and are actively engaged in their play. There are adequate systems to ensure children are making suitable progress in their learning and development. Staff promote an inclusive environment where they respond to the individual needs of the children. Arrangements are generally made to ensure the health and safety of the children. Records and most procedures are up-to-date to support children's welfare although some induction procedures are not fully effective. Children benefit from the staff's worthwhile partnership with parents and the school. The company and staff are beginning to establish suitable plans to support further improvement.

What steps need to be taken to improve provision further?

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

- carry out regular evacuation drills and record details in a fire log book
- ensure induction training is provided for new staff to help them understand how the provision operates and their role within it. This relates to the evacuation procedures, child protection and health and safety issues.

- develop further self-evaluation systems to continually assess all aspects of the provision and therefore improve outcomes for children
- make learning plans for each child based on information gained from talking to them, their parents and by observing the child.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are suitable with adequate procedures in place to identify any child at risk of harm and for liaising with the appropriate child protection agencies. The environment in which children are cared for and educated is safe and supportive. Children are taught to be safety conscious. They are gently reminded to walk around the site and to use the zebra crossings when moving from the Key Stage 2 classrooms to the nursery block. Risk assessments and daily checks are suitably carried out.

Staff are fittingly qualified and demonstrate a high level of commitment to promote children's welfare. They are appropriately deployed to ensure children are occupied and endeavour to create a supportive environment in which children feel secure. New staff are briefed on their immediate duties although, a full induction process is not effectively in place. For example, new staff are not aware of the details of the child protection and health and safety documents that are specific to this setting. Children and new staff have yet to practise the emergency evacuation drill and this comprises children's safety in an emergency. The action taken to tackle the weaknesses identified during the previous inspection has been effective in terms of improved provision and outcomes for children. Staff work well in partnership with early years consultants to improve the record keeping systems. The required documentation is now in place and procedures to ensure only suitably checked people are on the premises when the club is running. Staff have attended safeguarding training and obtained first aid qualifications. Staff adequately discuss the strengths of the setting and areas for improvement during the session. However, there is insufficient emphasis on the self-evaluation process to make an accurate appraisal of issues that require further improvement.

The setting works in close partnership with the school and this complements the care children receive. Staff adequately promote equality and diversity as they ensure the learning environment and resources are available to all the children.

There are suitable levels of engagement with each child and their family. Staff regularly supply information verbally when the children are collected. There are adequate strategies to support individual needs including systems to support children's behaviour. Parents can comment on the observations staff make on their children although, information from parents on the children's starting points are gathered inconsistently so children's learning and development opportunities are not fully maximised.

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

Children are happy and well-occupied. They make choices and decisions, as the toys are easily available from a pre-determined range in the Key Stage 2 classroom. This includes a wide range of art and craft resources to help increase their creativity. Children have useful discussions on road safety as they create road signs using paint and glitter sand. They are developing a sense of belonging as their work is displayed on the club notice board and some creative models are saved to show the parents. Children are caring for those less fortunate than themselves as they raise funds for 'Red Nose Day'. Children enjoy the free play opportunities within the nursery classroom. They adopt role play games in the home area and they use the space well to increase their physical skills as they play competitive team games such as passing the ball over and under the line of team members. Children are learning to use the equipment carefully as they are in charge of the disc player when playing musical chairs.

Staff have a sound knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage. The level of challenge is sufficient to interest and engage children. Observations and assessments made by staff ensure children are settled and their interests are acknowledged. The planning system relates to the areas of learning and use of available resources. Themes are chosen by the management and staff from comments made by the children.

Children are learning to be healthy as they have useful chances to use the nursery and school playgrounds in the better weather. They enjoy a range of healthy snacks after school and children attending other school clubs are catered for on their return ensuring their dietary needs are met. Teatime is a social occasion when children can sit with their friends or siblings and talk about their day at school and favourite pastimes.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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

Outcomes for children in the Early Years Foundation Stage	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:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met