

Spring Meadows

Inspection report for early years provision

Unique reference number EY412749
Inspection date 18/02/2011
Inspector Maura Pigram

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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

Spring Meadows After School Club is one of two settings which are privately owned. It was registered in 2010 and operates from a classroom in John Warner School, Hoddesdon, Hertfordshire. Children are collected from local schools and either walk to the setting or arrive by taxi with a staff member. The club is accessible to all children and there is a fully enclosed area available for outdoor play.

The After School Club opens Monday to Friday during school term times. Children are able to attend for a variety of sessions. A maximum of 16 children may attend the club at any one time. There are currently 8 children attending who are within the Early Years age range. The club also offers care to children aged over five years to 12 years of age. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs five members of child care staff. Of these, two hold appropriate early years qualifications at level 3. Two members of staff hold teaching assistant qualifications and one member of staff is completing teacher training. A further member of staff is working towards an early years qualification at level 2. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The manager, deputy and the staff team work hard to ensure children are happy at the After School Club. Senior staff members have a good understanding of the Early Years Foundation Stage so that children make effective progress in all areas of learning. Inclusion is actively promoted and children are encouraged to respect each other and to recognise each persons individuality. Partnership with parents is a key strength of the club, partnerships with others, such as, children's teachers is in the developing stages. Effective monitoring of the provision means that outcomes are continually reviewed to ensure childrens welfare and learning needs are met.

What steps need to be taken to improve provision further?

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

- review the risk assessment so that children's toilets are checked each time children visit these and ensure a fire blanket is in the kitchen area
- continue to develop the culture of reflective practice and use this to identify the settings strengths and priorities for development such as partnership with others delivering the Early Years Foundation Stage that will improve the

quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff have a sound knowledge of child protection issues. They are aware of their responsibilities to identify and report any possible cases of child abuse or neglect and safeguarding training is provided. This is supported by documentation which provides further information of the procedures to follow if there was a concern. Some positive steps are taken to ensure children are as safe as possible at all times. For example, collection times at schools are well managed and children are appropriately supervised when walking to and from school so that they are safe. In addition, children arriving by taxi are escorted by a staff member. Risk assessments are completed daily and all areas are checked for their suitability. However, some areas have been overlooked, such as, the requirement to have a fire blanket in the kitchen. This has been raised as an action during this inspection. The manager is reviewing procedures to ensure areas, such as, children's toilets are safe to use prior to using.

The owner and her manager have a clear vision for the club. For example, negotiations are taking place to develop the outdoor areas so that children can become involved in gardening tasks, such as, planting and growing their own fruit and vegetables. Children's and parent's views are valued and are beginning to be used effectively in the monitoring process. Documentation including detailed children's assessment records, policies and procedures are well maintained and effectively shared with parents. This means they are well informed about their children's care and learning whilst in the club. In addition, daily verbal communication and the use of home link books contributes effectively to the secure partnership with parents. The manager has identified the need to further develop the partnership with children's teachers so that children's achievements during school time and topics covered at school are well known.

The manager and her team actively promote equality of opportunity and they work with parents to meet children's individual needs. Activities are always modified or adapted so that all children can fully participate. There are ample resources available for the children which are of good quality and effectively stored. Popular activities, such as, the doll's house and table soccer are set out for the children prior to their arrival. The recent additions of bean bags and cushions have proved popular with children. Parents speak highly of the club, they express how much their children enjoy attending. Parents are impressed with the documentation provided for them so that there is effective continuation of care and learning.

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

The experienced staff ensure children are provided with ample opportunities to help children make appropriate progress across all areas of learning. Children's learning is well supported and there is a good balance of adult and child-led

activities. For example, all children enjoy modelling with play dough using the tools provided for them, such as, scissors, knives and a variety of rolling pins. Children are confident and eagerly show their creations to their friends. They are developing a sound understanding of how to use equipment safely and how to play safely outdoors. For example, gentle reminders ensure they use pool cues and the play-dough equipment safely. Staff base their planning on what children enjoy and their ongoing interests. Key-workers observe children during their play. These are informative and shared well with parents. Parents and children are able to contribute to the planning as their opinions are regularly sought through day-to-day discussions and questionnaires.

Staff create a welcoming environment for the children. During activities they support children's learning well. As a result, children are keen to express their ideas through discussion, drawing, imaginative play and early writing. For example, children love the cosy area where they can relax and enjoy having stories read to them. Social skills, such as, turn-taking and good manners are encouraged at all times so that they develop skills for the future. For example, children learn turn taking through games, such as, the popular pool and soccer table games. Keeping a tally of scores supports children's mathematical development. Children have ample opportunities for physical play. They particularly enjoy playing hide-and-seek and staff regularly join in to support their play. Outdoors they enjoy playing with a good range of equipment, such as, hoops, balls and varied freebies. The manager has identified the outdoor space as an area to develop so that outcomes for children are continually improved.

Children's independence and healthy eating is promoted at tea time when children take an active role. They are encouraged to pour their own drinks and they enjoy choosing their own fillings for sandwiches and wraps. Older children confidently help younger children. Tea time is used as a time for social interaction and children are encouraged to sit and talk with their friends. Children have good levels of self-esteem and build strong relationships with adults and their peers. They behave very well because they are busy and engaged and they know what is expected of them. Children's awareness of diversity and their understanding of others is appropriately promoted as children have opportunities to learn about some festivals, such as, Chinese New Year. They are encouraged to talk about their home lives and learn about respecting each other's family traditions.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
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