

Topkidz @ Dundale "The Kabin"

Inspection report for early years provision

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Inspector

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Setting address

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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 @ Dundale has been registered since September 2008. It is a privately-owned club run by Topkidz Out-of-School Hours and Daycare Group Ltd, who have three out of school provisions which operate in Hertfordshire. The club is based at Dundale Infants School, which is situated in Tring, Hertfordshire. It operates from a self-contained single-storey building based within Dundale school grounds. Access is via a small step into the premises. The premises consist of a large play area, a small quiet room, toilet and kitchen facilities. There is a secure outside play area which includes use of the school playground and outdoor play equipment.

Topkidz @ Dundale operates a term time after school club from 3.15pm to 6pm, Monday to Thursday. It also operates a holiday club during some of the school holidays from 8.45am to 5.45pm. A breakfast club currently runs on a Monday and Tuesday from 7.45am to the start of the school day. Children from Dundale School attend the provision, along with children from other schools in the locality, including Goldfield, Bishops Wood and Long Marston. Children are transported in taxis.

The provision is registered for 24 children on the Early Years Register. It is also registered on the voluntary and compulsory parts of the Childcare Register. There are currently 22 children on roll, including one child in the early years age range. There were no children in the early years age range attending on the day of inspection. Children aged from four years to 11 years attend the club. Three members of staff work at the club. The manager holds a level 3 childcare qualification and one member of staff is working towards a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The setting has been unable to sustain the improvements required to protect the safety of the children and a number of welfare requirements were not met at the time of inspection. Staffing, documentation and the health and safety procedures are not sufficiently addressed to ensure children's welfare. Children are generally happy and busy. Staff are developing a suitable working relationship with children and their parents. However, the setting's systems for ensuring that all children are progressing are insufficient and not robust. This limits opportunities for children's individual needs to be met. Staff are eager to improve and work in partnership with other professionals. However, the lack of partnership with other settings providing the Early Years Foundation Stage which the children attend does not effectively narrow the achievement gap.

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:

- ensure there is a named deputy who is able to take charge in the absence of the manager (Suitable people) 02/12/2010
- ensure at least two adults are on duty in a setting at any time when children are present (Suitable people) (also applies to both parts of the Childcare Register) 02/12/2010
- 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 including undertaking sensitive observational assessments in order to plan to meet young children's individual needs (Organisation) 02/12/2010
- ensure each child in the Early Years Foundation Stage is assigned a key person (Organisation) 02/12/2010
- maintain records for the safe and efficient management of the setting and to meet the needs of children to include accurate records of attendance (Documentation) (also applies to both parts of the Childcare Register) 02/12/2010
- ensure half of all staff hold a full and relevant level 2 qualification and all adults looking after children have appropriate qualifications, training, skills and knowledge (Suitable people) 02/12/2010
- take reasonable steps to ensure hazards to the children are kept to a minimum. This refers to the outside light (Suitable premises, environment and equipment). 02/12/2010

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 assured. The management body does not ensure that staffing requirements are met at all times. For example, there are insufficient staff on duty at the beginning of the session, not enough staff have appropriate qualifications and the lack of the recruitment of a named deputy in a timely manner puts children at risk. Vetting procedures are now suitably documented. However, registers are not always correctly recorded for the safe and efficient management of the setting. The condition of the setting is adequate and the risk

assessments generally cover the activities. However, the outside lighting is not effective on dark evenings, which is a risk to children's safety. Staff have improved their understanding of issues and procedures relating to child protection.

Management systems do not run smoothly as previous progress has deteriorated. This refers to some requirements from previous inspections relating to staff qualifications, deployment of staff, risk assessments, and key worker systems. Therefore the setting does not effectively improve outcomes for children. Some children are not recognised to be within the Early Years Foundation Stage and consequently planning and assessment procedures are not securely in place. This limits the extent to which the policies and procedures are effective and inclusive for children who attend.

Strategies to undertake reflective practice are not fully in place. Staff have meetings to make plans for improvement although they are not involved in the setting's self-evaluation system. Staff work well in partnership with early years consultants to improve the play opportunities for children. They use this support to expand the provision for indoor physical play. However, staff do not work in partnership with other providers who share the care of early years children and as a result their continuity of care is not adequate. Staff report that parents are happy with the setting and there are plans in place to ask parents their views on the type of meal they wish to be provided at teatime. Staff report that they listen to the children and there are some systems in place for children to give their views on the resources they wish to be provided. However, this does not include all children.

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

Staff report that children generally enjoy coming to the club. They are helped to settle within the setting. However, the lack of information on the children before they start delays the plans to help them integrate into a setting that is unfamiliar to them. Staff have updated the rules and expectations of good behaviour in conjunction with the children and this helps them to know what acceptable conduct is. Staff demonstrate that they help children develop a sense of belonging as they encourage them to celebrate each others birthdays. They sing happy birthday and there is a cake and candles provided by the club. They secretly sign a birthday card to present to their friends. Staff report that they help children acknowledge the festivals of the families within the club and staff provide displays of numerals in their home language. Children bring their musical instruments from their school lessons and some children use the club's piano to practise.

The planning system ensures children have access to toys relating to all the areas of learning. Children have the opportunity to choose from the available toys displayed in low level cupboards. However, they do not fully receive a challenging learning experience that is tailored to meet their individual needs due to the lack of awareness of their age and stage of development. Children are encouraged to move around the hall safely and to be aware of other others. However, the serious weaknesses in respect of safety, maintenance of registers and sufficient and suitably qualified staff mean that children are not safe and secure.

Staff demonstrate that children have many useful chances to undertake and feel the benefits of being physically active inside with games, such as traffic lights and a twisting game on a mat. Staff report that children are developing healthy habits with suitable hygiene routines. They have sociable teatimes with plenty of food to choose from, for example, children are able to discuss the healthy options, such as the vegetable soup. Their preferences are respected and catered for as children who prefer not to have the soup are offered an alternative. Children have free access to drinking water.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	3
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:

- ensure at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (Qualifications and training) 02/12/2010
- take action as specified in the early years section of the report (Records to be kept; Welfare of the children being cared for). 02/12/2010

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 specified in the early years and compulsory Childcare sections of the report (Records to be kept; Welfare of the children being cared for). 02/12/2010