

Topkidz @ Dundale "The Kabin"

Inspection report for early years provision

Unique reference number EY371821
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Inspector Sheila Harrison

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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 @ Dundale registered in September 2008. It is a privately owned club run by Topkidz Out-of-School Hours and Daycare Group Ltd who have other out of school provisions which operate in Hertfordshire. The club is based at Dundale Infants School which is situated in Tring, Hertfordshire. It runs from a self-contained, single-story building based within Dundale school grounds and provides disabled access. The premises consist of a large play area, a small quiet room, and 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 is not currently running. 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 escorted 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 21 children on roll including three children from the Early Years Register. Children attend the club aged from four years to 11 years.

Four members of staff generally work at the club. Three members of staff hold a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The staff team provide a positive atmosphere where children are happy and settled. Friendly relationships between staff, parents and schools help to ensure procedures are implemented to broadly promote equality and generally meet children's needs. Documentation for the safe and efficient management of the setting is generally in place, although planning systems lack sufficient detail to fully promote children's learning. Systems to effectively monitor and assess the quality of the provision are not yet clearly defined, with some areas still requiring further development to secure future improvement.

What steps need to be taken to improve provision further?

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

- develop further self-evaluation systems to continually assess all aspects of the provision
- enhance the consistency of observation, assessment and planning systems and involve parents to ensure that children achieve as much as they can in

relation to their starting points and capabilities.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded. Staff undertake regular training and have the skills required to identify and report concerns relating to safeguarding. The reporting procedure and guidance is readily available. The setting adequately identifies dangers and helps children to keep themselves safe. Children periodically practice the emergency evacuation procedures. Daily checks on the premises are carried out and furniture, equipment and toys are suitable. Sound maintenance regimes are in place to ensure the safety of the premises and the comfort of the children. Adequate records for the safe and efficient management of the early years provision and to meet children's needs are maintained. The suitability of staff looking after children is ensured within the recruitment process and the induction procedures.

Staff are suitably deployed to ensure children settle well and are involved in their play. They accompany children into the playground and join in their games. Staff ensure that the resources are appropriately tailored for the children's interests. Children freely use the mark making equipment to draw pictures linked to their life at home. Staff adequately promote equality and diversity as they discuss the expectations of good behaviour and respect for others.

Staff are developing positive relationships with parents and carers. A key person system is in the early stages of development and this is beginning to ensure useful information is exchanged to meet the individual needs of children. Parents receive regular newsletters and are asked to complete a questionnaire for their views on the setting. The provider has made some progress in acknowledging the responses. For example, the tea time menu contains less processed foods. The setting has secure links in place with most local schools the children attend. Staff request the schools' planning for the Early Years Foundation Stage and communication books are used as a way of sharing information between school, the after school club and parents to promote the integration of care and education.

Staff's growing knowledge of the Early Years Foundation Stage is helping children to learn appropriately, although they have yet to make use of the 'development matters' information within the Early Years Foundation Stage to plan future experiences and this leads to staff missing opportunities to extend children's learning. There has been suitable progress in addressing the previously identified areas of weakness. For example, an outside light is in working order and risk assessments and registers are more thoroughly completed. There is currently a suitably qualified deputy and sufficient staff have appropriate qualifications. Ongoing evaluation and monitoring of the provision identifies strengths and some areas for development. Staff value the support and guidance from the local authority and they attend short courses to update their skills and knowledge. Future plans are limited but are likely to bring about some improvement to the provision. However, this is not sufficiently robust to ensure all weaknesses are identified and to monitor the impact of improvements made.

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

Children are happy and well occupied. They are involved in the organisation of the setting as they choose the colour of paint when their room is redecorated, although their recent work and photographs are yet to be displayed. Staff provide activities that adequately promote children's learning and development. Children make dens outside from tables and blankets and creatively use other equipment in their games. Cones become make-believe lasers. Children's confidence to speak in a large group is encouraged. They stand in front of the whole group to sing, do a dance routine or tell a joke. The audience listen well and show their appreciation. Activity plans are built around the areas of learning and the children's interests. Children contribute to the planning by giving their ideas for fun things to do. These are linked to the themes they are following at school and help them to develop an active role in their learning. Children make choices and decisions as the toys are easily available from a pre-determined range. Less attention is given to acknowledging children's starting points and monitoring and recording their progress towards the early learning goals. Consequently, they do not always take account of what children need to do next. Children behave well because behaviour is managed in a positive manner by staff, who reinforce sharing and respecting each other's feelings and discuss how children's behaviour can have an impact on others. They learn about the world about them as they create the menus of other cultures in the imaginative play area.

Children's health is suitably promoted. They have valuable opportunities to exercise in the fresh air. Children's physical skills are encouraged as staff are involved in their games. Children enjoy bat and ball games outside and organised games, such as 'traffic lights', inside. The setting offers freshly prepared snacks and meals and has a suitable system to ensure dietary and requirements are followed. Children are learning the social conventions of meals times as they have congenial conversations with their friends and the staff.

Children's understanding of safety issues is demonstrated through their play as they recognise dangers and how to keep themselves safe. They use the playground carefully and respect the areas and work of the nursery class children.

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