

The Club

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.

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Description of the setting

'The Club' is an out of school provision run by a partnership. It operates from St Nicholas Voluntary Primary School in Harpenden and also collects children on foot from nearby Roundwood Primary School. It has daily use of two small rooms for table and quiet activities, kitchen area, toilets and secure outdoor area, plus use of the main school hall for indoor physical activity during some sessions.

The provision is registered on the Early Years Register to provide care for a maximum of 24 children at any one time. There are currently 52 children on roll. It also offers care to children aged over five years to under 11 years and this provision is registered on the compulsory and voluntary parts of the Childcare Register. The after school club runs from 3pm to 6.30pm. There are three permanent staff employed that include the partnership team. The manager holds a level 3 childcare qualification and the joint manager is working towards this.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very 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 and activities 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. The owners/managers have begun to reflect on what they do. They are constantly evaluating and adapting their practice to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop self-evaluation systems to cover all areas of the Early Years Foundation Stage.

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. The partnership team have both attended appropriate safeguarding training to ensure they are up to date with current practice. Recruitment procedures are robust so the owners ensure that all staff working with children are suitable to do so. A visitor's book is in place and the school has CCTV and a secure buzzing-in system for when parents arrive. Children are safe and secure because they are supervised well at all times. Staff complete risk assessments and carry out regular safety checks of the

premises and the outdoor area. This all contributes to children's safety and well-being.

The Club has been running for a year now and the partnership team have invested much time and effort into making it a success. They have previous experience of managing an after school club facility and have a very positive approach. They are keen, enthusiastic and have a commitment to improvement. Staff work well together, sharing information through informal daily chats and more formal monthly staff meetings. They continue to develop their knowledge and understanding through ongoing training and receive support from local authority advisors. Children are well supported at all times and staff are clearly aware of their individual needs. They are continually evaluating and reviewing what they do and have begun to use the self-evaluation form as a tool for reflecting on their practice and identifying areas for improvement.

Partnerships with parents, carers and other settings are strong. Information relating to children's development and general well-being about the children is gathered through an 'All about me' and 'All about my child' system. Observations of how children settle are recorded and linked to the areas of learning and staff share this information with parents. Staff also spend an afternoon in the school with any child in the early years age group before they begin at the club to see them in a familiar environment. This gives staff a good insight into children's individual needs prior to them starting and ensures a smooth settling-in process. Parents have regular access to information about their children and key persons speak to them regularly to discuss their child's time at the club. Information is shared effectively with parents through a variety of methods including clear, well written policies, a club leaflet, newsletters and noticeboards that detail the weekly themes, activities and food.

The setting is proactive in valuing parent's feedback through a suggestion board and questionnaires. Parents are also encouraged to bring items in from home relating to the theme, thus providing a valuable link between home and the setting. A 'Welcome to the Club' book brings the club 'alive' and shows activities through photographs and comments. Clear systems are in place to exchange information on children's progress through learning journeys. The manager has formed close links with both the school they are based in and the other school using the facility. A communication book has been developed by the setting and is shared with the school, home and the after school club so everyone can contribute. This ensures continuity of care for all children and promotes good outcomes.

Resources are easily accessible to all the children. Many are stored at low level or on open shelving and children are encouraged to make independent choices. Effective systems such as labelling toys and resources with illustrations and in other languages spoken by the children attending, ensures the setting is inclusive to all.

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

Children really enjoy their time at The Club. They are making good progress within the Early Years Foundation Stage as they are well supported by staff that have a sound awareness of the curriculum. Children have free-flow opportunities for play and they choose from a broad range of activities which fully cover the six areas of learning, including drawing, painting, construction, team building games and a wide selection of board/floor games. Planning and assessment is clearly linked and fully meets the needs of all children, taking into consideration their interests. A daily room plan is colour coded to ensure all areas of learning are covered. As the club caters for a wide age range, two rooms are effectively used for smaller groups. Therefore, games and activities are organised according to the children's different ages and stages of development.

Children show good levels of concentration and are busy and absorbed in their play. They show great enjoyment and sense of fun as they work as a small group to play 'Globetrotting Twister' and ask to come back to it after tea. As a linked activity, another group of children look at travel brochures and cut out pictures to make collages. They make flags and find the country they are visiting, thereby developing their knowledge and understanding of the world, as well as their creative skills. A travel agency is planned for the role play area to promote children's imaginative development. Children are well supported by staff that are enthusiastic and have a genuine interest in their well-being. They listen and respond to them sensitively and in turn children approach staff confidently.

Children develop a good understanding of healthy lifestyles. They have various opportunities to be energetic, both indoors and outside. Space outdoors enables children to be active and small equipment, such as scooters, bats, balls and stilts, promotes their physical skills. Children enjoy a range of healthy snacks and a cooked tea later in the session. A table is laid out invitingly with a selection of fruit and drinks. This encourages children to make healthy choices. Tea time is a social occasion and fosters their independence. Children enjoy pasta, with a selection of toppings to choose from.

Children benefit from a quiet area, computer and 'work area'. Reference books and dictionaries enable them to complete homework, with support from staff if necessary. Children develop a sense of belonging as their contributions are highly valued. A suggestion box has been designed by the children and is actively used by them. For example, many children wanted to take part in a talent show whilst at 'The Club' so staff incorporated this into the planning.

Children have a good awareness of their own safety. As many of them get to the club using the walking bus they learn about road safety and learn about safety issues when baking/cooking in the kitchen. Children behave very well and are clear of the boundaries. They have developed their own golden rules which are completed termly. An innovative idea of 'treasure jars' is a successful way of encouraging positive behaviour. Each child has a jar and each time they do something 'good', such as be helpful or kind, they receive a token. When they

have 15 they are able to choose a small treat. A daily routine that the children are familiar with provides some structure and supports their positive behaviour.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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