

Mascot Out Of School Care LTD

Inspection report for early years provision

Unique reference number

EY415166

Inspection date

10/02/2011

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

Mascot Out of School Care is privately owned and was originally registered in 1996. It re-registered in 2006 under new ownership. It operates from Morton Hall, South Oxhey, Hertfordshire and serves the local area. It has strong links with schools within the area. Children are escorted by staff to the setting. Those attending schools which are close by walk to the setting whereas others further afield are collected in fully insured vehicles. It is accessible to all children and there is a fully enclosed area available for outdoor play. It also offers a holiday play scheme during the main school holidays.

Mascot Out of School Care opens Monday to Friday during school term times. Breakfast club operates from 7.30am until 9am and after school from 3.15pm until 6pm. Children are able to attend for a variety of sessions. A maximum of 48 children may attend the club at any one time. Mascot Out of School Care offers care for children aged from four years who are in full time education up to the age of 11 years. There are currently three children attending who are within the Early Years Foundation Stage. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Mascot Out of School Care employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and the manager has a level 3 qualification. They receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The manager and her staff work hard to ensure children are happy. They are beginning to gain a sound understanding of the Early Years Foundation Stage so that children make appropriate progress. The manager's positive approach to inclusion ensures children learn to respect each other and recognise their individuality. The partnership with parents, carers and teachers of schools where children attend is a key strength of the provision. Monitoring of the provision is beginning to take place so that outcomes are continually reviewed to ensure children's welfare and learning needs are met.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- develop further the risk assessment so that it shows aspects of the environment that need to be checked on a regular basis and maintain a record of these and when they were checked, this refers to the security of

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the entrance door (Premises, environment and equipment)(Also applies to both parts of the Childcare Register).

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

- develop further knowledge of the Early Years Foundation Stage requirements so that the environment supports every child's learning through planned experiences and activities that are challenging but achievable and which build on children's needs and interests
- ensure records are easily accessible and available for inspection
- review the culture of reflective practice so that it includes children's views and that of their parents or carers and use this to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff have a sound knowledge of child protection and know how to safeguard children. Safeguarding training is provided and a relevant policy is in place 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. Risk assessments are completed daily. However, the entrance door leads to a car park and has a low-level handle with no other means of security. The new manager has plans to ensure this potential risk is addressed. However, as this was an action in the previous inspection this is raised as an action in this inspection. This is a breach of the welfare requirements.

The new co-owner has a clear vision for the club. She has started to evaluate the provision and has identified some areas to develop. For example, the outdoor area is currently being redeveloped to include an area to grow fruit and vegetables. Staff uniforms have been introduced which means that they are clearly recognisable when collecting children. Staff are able to contribute to the monitoring process. Although children's and parents views are valued these are not yet fully used to improve outcomes for all children. Most of the previous recommendations have been addressed which have a positive impact on children's welfare. In particular, they have worked hard on ensuring any specific needs such as behavioural issues are sensitively managed. This means that all children are fully included and welcome to the club. Recently their views were sought about the replacement of resources. As a result, all children are able to enjoy popular computer games. There are ample resources available for the children and adults mainly set these out based on popularity and requests. However, the weekly organisation of imaginative play and the use of high tables means that younger or less confident children are not easily able to see what is on offer for them.

Documentation including children's records, policies and procedures are in place and generally informative. However, some required documentation, such as staff, details were not easily available during this inspection. The manager and her staff have worked hard to develop positive relationships with parents and carers. This ensures information is effectively exchanged to meet the needs of children. For example, a key person system has been implemented and diaries have been introduced to ensure clear communication between all parties including teachers. Parents are very well informed about the policies and procedures and day-to-day operations of the club and a new parent notice board contributes positively to this. Children with specific needs, along with their parents and carers, are very well supported. The manager is passionate about inclusion and attends relevant training to extend her knowledge and skills. Activities are always modified or adapted so that all children can fully participate. Topics covered at school are well known as there is a good partnership with schools where children attend. For example, activities offered to children often support topics covered at school. In addition, staff ensure any information from children's teachers is passed to parents which contributes positively to the continuity of care and learning. Parents and carers speak highly of the club, they express how much their children enjoy attending and the support they and their children receive so that there is a effective continuation of care and learning.

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

Staff are developing a secure knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. They are guided by a committed manager who values her staff team and they seek guidance and support from the local authority. Generally, children's play experiences are informally planned although children can make some independent choices in their play from the resources set out for them. Full account is not yet always taken of children's initial and developing interests so that these can be used in the settling-in process and in children's extended learning. Children's independence is promoted at tea time when children take an active role in preparing their own tea and confidently make wraps with older children helping younger ones. Tea time is used as a time for social interaction and children are encouraged to sit and talk with their friends. 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 family traditions.

The environment is shared with other organisations and is continually being assessed and modified to make it welcoming to children and families. The recent installations of hand dryers and soap dispensers have had a positive impact on children's welfare.

Children have some opportunities to use their imaginations, such as when imaginative play resources are set out. Children's creative development is appropriately encouraged with some opportunities to paint or draw. Felt tip and colouring pens provide some resources for mark making and they self-register

which supports their understanding that print carries meaning. Staff continually talk to children to support their language and communication skills. However, children have few opportunities to develop their reading skills as books and comics are not regularly set out attractively, such as, in cosy areas or dens so that children can relax and share stories. Children's creativity is well supported as they are provided with many planned activities to support this. For example, they recently enjoyed making candles and their art work is proudly displayed, which encourages children's sense of achievement and belonging. Recently they enjoyed creating paper faces to reflect images of themselves. They particularly enjoy watching appropriate television programmes and making artefacts using hama beads. Outdoors children are able to practise their physical skills. For example, during dry weather they can use the enclosed field for a wide range of activities such as ball games. Further plans for the outdoor area will ensure this space is utilised to its full advantage for the benefit of all 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	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	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:

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:

- take action as specified in the early years section of the report (Premises, environment and equipment). 02/03/2011

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 section of the report (Premises, environment and equipment). 02/03/2011