

# CHIPS Saturday Club

Inspection report for early years provision

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**Unique reference number** EY336662  
**Inspection date** 01/10/2011  
**Inspector** Lindsay Hare

**Setting address** Kingshill Infant School, Heath Drive, WARE, Hertfordshire,  
SG12 0RL

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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**

Kingshill Infant school in Ware is the location for CHIPS Saturday Club. This is one of five Out of School Clubs run by CHIPS for children with specified learning disabilities. Areas children have access to include the hall and dining room and toilet facilities. They also have access to an enclosed outdoor play area. The provision is registered on both the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 24 children under 8 years and within the early years age group may attend the setting at any one time. The Out of School Club is open three out of four Saturdays in a month. Dates are variable. Sessions run from 2pm to 4.30pm, term time only. There are currently five children in the early years age group on roll. Children in attendance are from a wide catchment area within East Hertfordshire. This is primarily due to the fact that the Out of School Club provides respite for families of children with learning disabilities and their siblings. The Out of School Club employs 14 staff, with nine attending each session, along with additional volunteers. The manager and six of the staff hold an appropriate early years qualification. Two other members of staff are working towards a qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting provides a safe and welcoming environment for children, ensuring they are all included and supported. Partnerships with parents are good, helping to ensure that children's needs are met. The setting is in the early stages of self-evaluating and has identified some priorities for improvement and is currently implementing some changes in order to improve the quality of the setting, however, parents and staff are not fully involved in this process. All of the necessary documentation is in place, however, some of the written policies and procedures lack detail.

## **What steps need to be taken to improve provision further?**

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

- ensure that the Ofsted contact is included on the written documentation
- improve the setting's process for monitoring and evaluating its practice by involving the staff and parents.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare, care and safety are promoted well. All staff have a clear knowledge and understanding of safeguarding issues. They know what to do if

they have concerns and some staff have attended training. There are robust recruitment and vetting procedures in place to ensure the suitability of staff and good security measures to ensure children are kept safe at all times. Effective risk assessments are carried out, as well as daily safety checks to ensure all hazards are minimised. Due to the nature of the setting, they do not generally go on outings. All the required documentation is in place for the effective running of the setting.

The setting's professional and friendly approach to maintaining effective partnerships with parents ensures that children's care is consistently promoted. Staff are supportive of the families and their children, offering support where needed. Verbal exchanges with the key person at collection time ensures that parents are kept informed about their children's care and progress. Detailed information is gathered from parents when they start about children's care, routines and preferences and cultural observance so that the setting can care for them effectively and meet their individual needs. Careful consideration is given to the layout and accessibility of play resources for children to ensure it is inclusive for all. Children gain an awareness of the wider world through resources reflecting diversity, and the setting is considerate of parents' wishes when planning activities, focusing on cultural and religious festivals.

At present, not all parties are involved in the self-evaluation, however, some areas for development have been identified and actions put in place to improve these. There are clear plans in place to ensure staff attend ongoing training. Some of the written policies and procedures lack detail, although staff are aware of the correct procedure.

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

Children make progress in their development and learning. A balanced range of adult and child-led activities are introduced to children and supported by staff. Clear information is obtained from parents as well as initial observations by the key person in order to ascertain children's preferences and starting points. The tracking observations inform future planning so that children's individual learning needs and their interests are being provided for and met. Children are also involved in choosing activities as they sometimes use a pictorial board to express their preferences.

The setting provides a suitable environment appropriate to the ages and abilities of the children being cared for. Children develop their physical skills as they are supported on the climbing apparatus and play a game of 'the three Billy Goats Gruff' with a volunteer across the wooden bridge. They develop fine motor skills, drawing, painting and threading beads to make jewellery. Several methods of communication are used in addition to speech, for example, pictorial cards and signing, to help children express themselves and staff to understand. Children can sit outside the classroom away from the noise if they wish, and look at books with a member of staff. One child who enjoys playing with the trains spent a long time fitting together a track and putting trains on it with his sibling and a volunteer.

Staff develop children's awareness of having a healthy lifestyle. For example, they provide nutritious snacks, and fresh drinking water is always available. Gentle reminders and explanations contribute to children's understanding of how to keep safe, as they practise the evacuation procedure. Children generally behave well and the possible consequences of their behaviour are explained to them in a calm voice at an appropriate level of their understanding, using body language and signing to emphasize the point.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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