

Kool Kats After School Club @ Hobbs Hill Wood School

Inspection report for early years provision

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Inspection date	01/11/2011
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Setting address	Hobbs Hill Wood Primary School, Peascroft Road, HEMEL HEMPSTEAD, Hertfordshire, HP3 8ER
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Type of setting	Childcare - Non-Domestic

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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

Kool Kats after school club was registered in 2010 and is run by a private provider. It operates from one main room within Hobbs Hill Wood Primary School, Hemel Hempstead, Hertfordshire. The setting is accessible to all children and they have access to an enclosed outdoor play area.

The setting is open each weekday during term-time only and sessions are from 3pm until 6pm. It is registered on the Early Years Register to provide 30 places and there are currently 20 children attending who are within this age group. The setting serves children attending Hobbs Hill Wood School and also offers a service to children attending other local schools. It maintains close links with the school on which it is sited.

The setting is also registered to offer care to children aged over five years. This provision is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently 20 children on roll in this age range.

The setting employs five members of child care staff. Of these, two hold appropriate early years qualifications at level 2 and two at level 3 or above. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting demonstrates a positive approach to self-evaluation and uses effective procedures to review their work. This supports them in prioritising appropriate changes which improve the outcomes for children. Effective partnerships with parents and carers enable staff to obtain a clear understanding of each child's needs. They are, therefore, able to make sure that these are consistently met and children are offered appropriate support to ensure that they are included. A key strength of the setting is their thorough approach to all issues relating to children's safety and welfare, meaning that children are cared for in a safe, well-planned environment.

What steps need to be taken to improve provision further?

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

- improve the systems for organisation of the setting by developing the use of self-evaluation to support ongoing improvements
- develop further the planning procedures to show how children's interests are consistently fed into the overall planning in order to provide further experiences which are appropriate to each child's stage of development

- provide further resources and opportunities for children to increase their awareness of their own cultures and beliefs and those of other people.

The effectiveness of leadership and management of the early years provision

The setting implements thorough safeguarding procedures, ensuring that children's welfare is consistently promoted. A clear policy and additional staff training further support this area and enable staff to work together to protect children. Robust checks are carried out to ensure the suitability of all staff. Thorough daily checks and effective risk assessments promote children's safety. Good daily practice and ongoing explanations from staff mean that children are developing a thorough awareness of safety issues. For example, children understand the safety rules relating to the use of the setting's mini-bus.

The manager has clear plans for the future and involves staff and children in reviewing the setting's practice. The appropriate prioritisation of improvements means that effective changes are made and the outcomes for children are continuously improving. For example, following a review, children are now more involved in the procedures for preparing and serving tea, thus, promoting their independence. Although there are clear plans for the future development of the setting, the self-evaluation process is not fully utilised to inform the overall review of daily practice and to evaluate the impact of changes made. The building and resources are used efficiently to promote children's learning and development. For example, the main play area is set out with a range of resources, enabling children to make independent choices about their play.

Staff demonstrate a sound understanding of anti-discriminatory practice, treating each child as an individual. The regular review of the setting's policies helps to ensure that their service is inclusive for all children and their families. Staff work with parents and carers to obtain a clear understanding of each child's needs and background, using this information to help ensure that their individual needs are consistently met. Children's self-esteem and sense of belonging are promoted as staff consult them about activities and resources. Effective communication procedures mean that parents are adequately informed of their child's progress and activities, for example, through daily discussions with staff. Consistency of care is further promoted as the setting liaises appropriately with each of the schools that children attend.

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

Staff are clear about the role of the club in providing a safe environment for children to relax and enjoy themselves after school. They also have a sound knowledge of the Early Years Foundation Stage and a clear understanding of children's needs. This means that children are offered appropriate care and are able to make choices about their play and activities. Children's learning and development are appropriately promoted because staff observe children and use

this information to inform daily activity planning, thereby supporting the promotion of children's individual development. However, this is not fully promoted as the activity planning is not sufficiently detailed to enable staff to ensure that children's interests are consistently included.

The environment is effectively organised to meet children's varying needs. For example, there is an area with soft furnishings where children are able to relax and talk to their friends. Toys and equipment are generally accessible, enabling children to make independent choices about their play. Staff interact appropriately with children and extend their play and learning. For example, children choosing puzzles are allowed time to complete them before a staff member introduces more complex puzzles, offering support so that children feel confident in attempting these.

Appropriate daily practice, such as, washing hands before tea time, means that children's health is promoted. They are offered opportunities to develop physical skills, such as, balance, control and co-ordination, as they play outdoors with footballs and use the static play equipment. Their understanding of the relevance of healthy practices is effectively promoted through ongoing discussions with staff.

The appropriate interaction and support from staff encourages children to become active learners and think critically. For example, whilst playing a popular game, younger children are encouraged to count and name the colours illustrated, thus, promoting their problem-solving and creative skills. Clear boundaries and guidance from staff encourage children to work together, helping to ensure that their play and learning is fun. For example, they set up games, such as, chess, with older children supporting and explaining the rules to the younger ones. They have opportunities to develop skills for the future as they help prepare tea, use electronic games and work together to set up activities.

The consistent approach to behaviour management means that children feel secure and are supported in developing their understanding of appropriate behaviour. Staff offer children explanations about behaviour and encourage them to share and negotiate turn-taking. Children's understanding of their own cultures and beliefs and those of other people is developing as they access an adequate range of resources and participate in some activities. For example, they celebrate traditional festivals and access books which provides information and positive images. However, their wider awareness of this area is not extended and fully promoted. The implementation of appropriate procedures for working with parents and other professionals means that staff are able to adapt activities and offer appropriate support to children who use English as an additional language and those who have special educational needs and/or disabilities.

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	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	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	2
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