

# The Den Breakfast & Afterschool Club

Inspection report for early years provision

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<b>Unique reference number</b>	509667
<b>Inspection date</b>	02/03/2012
<b>Inspector</b>	Maura Pigram
<b>Setting address</b>	Bovingdon Primary School, High Street, Bovingdon, HEMEL HEMPSTEAD, Hertfordshire, HP3 0HL
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<b>Email</b>	
<b>Type of setting</b>	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

The Den Out of School Club opened in 1993 and the Breakfast Club opened in 2000. They operate from the main hall in Bovingdon Primary School and serve children from the school. The club opens Monday to Friday during school term times 7.45 am to 9am for breakfast club and from 3pm to 6pm. Children are able to attend for a variety of sessions. Children have use of enclosed school play areas.

A maximum of 43 children may attend the setting at any one time. There are currently nine children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to twelve years. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs five members of child care staff. Of these, two hold appropriate early years qualifications at level 3. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and her staff work hard to ensure children are happy. They have an effective understanding of the Early Years Foundation Stage so that children make good progress. Effective partnerships with other providers are yet to be developed to ensure children's learning needs are shared. Individual welfare needs are well known and children are fully included. The manager has a clear vision for the future. Although views of children and parents are welcome they are not yet used in the monitoring process.

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

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

- develop the two-way flow of information between providers of the Early Years Foundation Stage so that learning needs are shared
- improve reflective practice and self-evaluation, so that the views of children and that of their parents and carers are fully included and use this to further 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. They attend regular training and are clear on procedures to follow if they

have any concerns about children in their care. There is a designated member of staff responsible for ensuring concerns are correctly dealt with. The manager deputy are booked onto further training and will be reviewing the safeguarding policies so that polices are in line with knowledge gained. Recruitment and vetting procedures are secure and since the last inspection, there is a system in place to show staff's suitability. Collection times are well managed with secure registration systems. Younger children are collected from their classrooms to ensure their safe arrival at their club. Risk assessments are completed daily to ensure all areas and equipment is safe for the children to use.

Resources are good, support children's learning and development and are rotated to suit children's interests. Staff are effectively deployed and they have a positive relationship with the children. Children's backgrounds are well known and diversity is actively celebrated. Interesting activities engage boys and girls effectively and contribute to narrowing any potential achievement gaps. Parents report that they are very pleased with the service provided and state that their children love coming to the club. Parents are provided with a good range of information about the setting through the use of notice boards and the verbal sharing of information with staff. A key person system is used with younger children. Information about children's achievements whilst at the club is shared through informal discussions and the sharing of children's records. Discussions regarding children's welfare take place between children's teachers and the staff so that a continuity of care can take place. However, a system for sharing children's learning and development progress is yet to be developed.

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

The manager and her staff have embraced the Early Years Foundation Stage and take positive steps to support children's learning. Activities are based on children's interests and observations made by the team. Assessment records are continually reviewed and are shared with parents. This contributes effectively to the continuity of care and learning. Staff are skilled in supervising children and give children space to develop their own ideas and games. Relationships are good which help children feel safe. Topics on 'stranger danger and fireworks' help children learn how to keep themselves safe when out and about. Children are very well behaved, they treat each other with care and respect. Children spoken to during the inspection were polite and say that they 'like their club' and 'love playing outside'. Effective strategies are used to manage turn taking on popular activities, such as, the snooker table. As a result, children develop good socialisation skills. Children contribute to the expected boundaries and their chosen rules are displayed, which provides children with a feeling of belonging.

Children experience a varied range of play experiences, which promote their learning and development. They enjoy creative opportunities and often take part in making a range of artefacts. Some of these are displayed, which contributes to children feeling a sense of belonging. They particularly enjoy imaginative play using empty boxes and are able to experiment in devising models of their own

choosing which promotes their self-esteem. On the day of inspection, children enjoyed imaginative play with shopping materials and props. They took great pleasure in taking turns on the interactive cash tills. They confidently exchanged play money, this effectively supports their numeracy skills. Mark making items are easily available both indoors and outdoors and all children enjoy creating drawings of their choice. Children's physical development is well promoted, with opportunities for fresh air and exercise planned into the daily routine. Good use is made of the school outdoor facilities. For example, children are able to safely use the enclosed designated areas for ball games. Other children enjoy playing outdoors with dolls buggies. Children's knowledge of the wider world is promoted through purposeful activities, such as, art and craft activities and cooking related to festivals.

Effective steps are taken to promote children's health and to ensure they remain healthy. For example, they make healthy choices when having their tea and know to wash their hands before having their tea and after visiting the toilet. In addition, their learning is further reinforced by the introduction of a visitor with an ultra violet box to show how germs on hands can spread. Tea time is used as a time for social interaction and children are encouraged to sit and talk with their friends.

## 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	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	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