

# Topkidz @ Radlett

Inspection report for early years provision

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<b>Unique reference number</b>	EY424397
<b>Inspection date</b>	25/06/2012
<b>Inspector</b>	Emma Bright

<b>Setting address</b>	St. Johns Infant School, Gills Hill Lane, RADLETT, Hertfordshire, WD7 8DD
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<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

Topkidz @ Radlett was registered in 2012 and is a privately run out of school provision, which is one of four settings owned by the provider. The club operates from St John's Church of England Nursery and Infant School in Radlett, Hertfordshire. It has use of the school dining room and all children have access to an outdoor play area.

The club is registered on the Early Years Register and the compulsory part of the Childcare Register and is open from 3pm to 6pm, Monday to Thursday during school term times. A maximum of 16 children may attend the club at any one time. Children attend from the local area.

The club employs four members of staff, two of whom hold appropriate qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare needs are not effectively promoted because the provider has not ensured that all welfare requirements are met. The premises are not secure and some of the required documentation is not in place so children are not effectively safeguarded. The organisation of the provision is currently weak and self-evaluation does not identify significant issues. Children generally enjoy their time at the club and staff are developing appropriate partnerships with parents. However, the club's systems for ensuring that all children are progressing are insufficient and this limits opportunities for children's individual needs to be met.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- request written parental permission at the time of admission to seek any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 13/07/2012
- ensure that children do not leave the premises unsupervised, and take steps to prevent intruders entering the premises (Safeguarding and promoting children's welfare) 06/07/2012
- ensure a full risk assessment is carried out for each type of outing, including an assessment of required 06/07/2012

- adult-to-child ratios (Safeguarding and promoting children's welfare)
- ensure that there are at least two adults on duty in the setting at any one time when children are present (Suitable people) 06/07/2012
- ensure the premises are for the sole use of the provision during the hours of operation (Suitable premises, environment and equipment) 06/07/2012
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs, including undertaking sensitive observational assessments in order to plan to meet young children's individual needs (Organisation). 31/07/2012

To improve the early years provision the registered person should:

- develop a rich and varied environment to support children's learning and development so that they can confidently explore and truly make choices in secure and safe, yet challenging indoor and outdoor spaces
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children.

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

Arrangements for safeguarding children are inadequate. Children are at risk because the premises are not kept secure, which means children can leave unsupervised and intruders are not prevented from entering. In addition, the club does not have sole use of their room when children are being cared for and two adults are not on duty at all times when children are present. Most of the essential records are in place, however, written consent to seek emergency medical treatment is not requested at the time of admission for all children. Although a risk assessment system is in place, it does not cover outings in order to keep children safe when away from the premises, such as transporting them between schools. This puts children at significant risk and their welfare is not safeguarded. Staff have an adequate understanding of the setting's safeguarding procedures and have attended child protection training. They suitably deploy themselves to ensure that children are supervised. However, the range of resources is limited and staff do not make full use of the environment to effectively support children's learning in rich and challenging experiences.

The leadership and management of the club is not effective and does not sufficiently support children's learning and development or promote their welfare. Not enough is being done to secure improvement and staff lack the necessary knowledge and understanding of the Early Years Foundation Stage requirements to maintain continuous improvement. Although staff have attended some training, the practice within the early years is limiting the progress these children make. As a

result, the early years children are not being helped to make consistent progress in their learning and development during their time at the club. Systems to monitor and evaluate the early years provision are not effective. Priorities for improvement have not consistently been identified and the opinions and ideas of children, parents and staff have not been sought in order to continually maintain improvement. However, the provider is keen to work with the school to make improvements with regard to security and storage.

The club has not developed partnership links with other providers to share information about the children they care for, in order to complement the learning children experience at other settings and to support their progress towards the early learning goals. Staff offer daily verbal updates so that parents are informed about their child's time at the club, but not about the achievements in their learning and development. Information is provided for parents about the organisation of the setting and adequate systems are in place for staff to gather information about children's individual care needs.

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

The learning environment does not effectively promote children's personal, social and emotional development. They have few opportunities to develop their independence skills given their capabilities and starting points, and this affects their disposition to learn over time. For example, although staff encourage children to make their own sandwiches for snack, they still pour children's drinks and cut up the food for them. Children have limited opportunities to explore and experiment and find out things for themselves or use electronic equipment. Although children show an interest in art activities, they have fewer opportunities to express and develop their own ideas because there is a lack of suitable resources. This means children have insufficient challenge and it inhibits their ability to create, experiment and learn independently. There are limited resources for children to appreciate diversity and value differences. Insufficient systems are in place to support children with special educational needs and/or disabilities.

Children's learning and competence in communication, language and literacy is not adequately supported. They make limited progress in their communication, language and literacy skills because they are insufficiently supported and extended. Staff do not use effective questioning to encourage children to extend their thinking and offer challenge in their learning. Children have few opportunities to extend their learning and knowledge of number and counting and they are not adequately supported in developing their understanding of problem solving, reasoning and numeracy in a broad range of contexts. This affects children's future learning.

Children's progress towards the early learning goals is limited because staff do not understand how to effectively deliver the learning and development requirements of the Early Years Foundation Stage or what they need to do to support children's learning effectively. This limits their ability to plan relevant and motivating learning experiences which meet individual children's needs and provide sufficient

stimulation and challenge. Planning does not adequately cover all areas of learning in a broad range of motivating experiences for each child's stage of development. As a result, staff are not able to adequately help children learn and develop to their full potential.

Children's welfare is not promoted effectively because the provider does not ensure that children are fully safeguarded. Children's health is satisfactorily promoted as sensible hygiene routines are carried out. They enjoy a suitable variety of food for snack time and children can help themselves to fresh drinking water. Children have opportunities to play outdoors and enjoy climbing, balancing and running around in the sunshine. They generally behave well and staff mostly help them to share and take turns so that they can happily play together.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

### 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>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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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 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:

- ensure that at least two suitable persons who have attained the age of 18 are present on the premises at all times (Welfare of the children being cared for) 06/07/2012
- ensure that a child is unable to leave the premises unsupervised (Suitability and safety of premises and equipment) 06/07/2012
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (Suitability and safety of premises and equipment). 06/07/2012