

Xtratime Kidz Club

Holywell Community Centre, Tolpits Lane, WATFORD, WD18 9QD

Inspection date	02/10/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy and settled at the club. They show high levels of confidence in talking to adults and making their needs known. Staff respond well, supporting and extending the children's learning through play.
- Children benefit from well-qualified and experienced staff who are fully involved in all aspects of their play. Themes provide challenge and are based on the children's interests. Resources support children's newly acquired skills and promote all areas of learning.
- Safety is of high priority. There are effective systems in place for the collection of children from school and for the safe management of the extensive outside areas. Children are learning about how to manage their own safety through effective routines and procedures.
- Staff are well-qualified and have a good understanding of how school age children learn through play. The registered provider and the manager use team meetings to identify strengths and the areas to be developed that will consistently improve their practice and the provision for all children.

It is not yet outstanding because

- The layout of the role play area does not consistently support children in gaining full benefit from their imaginative play.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main hall, outside play areas, sports pitch and the adventure playground.
- The inspector looked at planning and the records of the children's personal care needs.
- The inspector talked to the registered provider and the manager with regards to the process that enables them to consistently review their practice.
- Views of three parents were sought as they collected their children from the club.

Inspector

Tina Kelly

Full Report

Information about the setting

Xtratime Kidz Club provides out of school care. The setting is privately owned and was registered in 2012. It operates from Hollywell Community Centre in Tolpits Lane, Watford, Hertfordshire. Children are cared for in the main hall and have occasional use of two smaller rooms and a computer suite. The site is fully accessible. There is a large outdoor play area with an all-weather surface area and a fully enclosed adventure play area.

The club opens Monday to Friday during school term times. Sessions for the breakfast club are from 7.30 am until children are taken to school. Children are collected from school and arrive at the setting by 3.30pm and can be cared for up to 6pm. Children attend for a variety of sessions. There are currently 29 children on roll, seven of which are in the early years age range. The club also offers care to children aged over eight years to 12 years. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The setting employs a total of five staff. The club manager holds a level 3 qualification in Play work. Two members of the staff team hold early years qualifications to level 3, while other staff hold sports coaching qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the organisation of role play to ensure it consistently supports children's excursions into imaginary worlds and situations.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The school-age children have many opportunities to extend and develop their newly found skills at the club. Planning is flexible and linked to the children's interests and the topics covered at school, so they are well supported as they extend and develop their learning through play. Practitioners work with parents to help the children settle and a staggered start time helps the younger children to get used to being part of a larger group. Staff are getting to know the children well, they set the hall out with resources and toys they know will interest the children and will promote their play ideas. Children can help themselves to a range of toys and resources stored around the room. All areas of learning are incorporated into the activities provided. For example, children settle with a staff member to listen to stories, and this supports their language, communication and literacy skills. Art work is well supported and examples of children's creations are saved to be part of a larger display later in the term. Resources are of good quality and generally used well; although, the role play area is not always organised in a way that consistently encourages children to gain full benefit from their imaginative play. For example, the 'home corner' was placed next to a busy game of skittles, which sometimes interrupted and distracted them during their imaginary game.

The club has use of extensive grassed areas, a sports pitch and a playground with adventure play structures. Children use these frequently, often asking to go outside after

tea. Children know the routine for playing outside because staff repeat the safety rules each day. For example, a whistle is used to warn children of any danger and children know to stop playing and go to the nearest member of staff when they hear this sound. Children are learning about their own safety as they wear high visibility tabards so that staff can easily monitor and supervise them while they play outside. The outside apparatus provides children with plenty of challenge that helps to develop their physical skills. The younger children show great confidence as they are helped to climb onto the zip wire seat. They clearly enjoy the chase game around the park; with clear rules being given by staff who are fully involved in the play.

The contribution of the early years provision to the well-being of children

The out of school club provides a well-resourced and welcoming environment both in and out of doors. Younger children are forming strong bonds with their key person and peers; getting to know all the children as well as making close friends. This reinforces their confidence as they find their place in the busy setting. There is a positive settling-in process with the younger children visiting the club at the beginning to the term. They are well supported in cloakroom routines, with staff ensuring they can manage their own personal care and know where to go.

Children learn about a healthy lifestyle as part of the planned activities, day-to-day routines and at breakfast and afternoon tea time. Meal times are sociable occasions and well managed by staff who provide a varied selection of healthy options and spend time talking to children about food, including what they like and what is good for them. At this time, staff prepare all the fruit and serve the tea and drinks. This allows staff to talk to children and give clear messages about the importance of nutritious foods to their growth and development.

A well-established key person system helps children to form secure attachments and promotes their well-being and independence. The staff are good role models as they encourage all children to take part, share and join in both the planned and spontaneous play. These important relationships build a sense of belonging and self-esteem and help prepare the younger children as they begin to mix with the older children who also attend the club. Children's behaviour is good and is the result of careful strategies that include rewarding children for their positive actions, such as being able to plan events and activities at the end of term.

Children's individual needs are well met. Parents are required to provide the club with information about health and dietary needs to ensure their individual needs are recognised and met in full. Children's well-being is of high priority to the staff. They clearly understand that some of the children are tired by the end of a school day and organise resources and routines that allow children to rest if needed.

The effectiveness of the leadership and management of the early years

provision

The management and the staff at the club are committed to providing well-planned out of school activities within a stimulating and busy atmosphere that children enjoy. The qualified staff have a range of experiences in working with children of all ages. They have a good understanding of how children learn through play, and provide interesting themes and activities that promote all areas of the children's development. The planning is linked to Development Matters and the Early Years Foundation Stage. This ensures that the new skills gained in school are supported and extended throughout the activities at the club. Staff are well deployed. They discuss with children the options for what they can do, then support these decisions, while still taking into account how they will be able to support and supervise the activity. This is particularly important when children access different areas away from the main hall, such as the computer suite. All areas used by the children are well managed with procedures in place that are effective in identifying and minimising risk to children. There is a designated member of staff to co-ordinate any safeguarding issues. Children are protected as the safeguarding and welfare requirements of the Early Years Foundation Stage are understood and implemented well by the registered person and the manager.

The setting has established strong partnerships with parents. Day-to-day information is readily available in the foyer. Text and email is used to share information about children's routines and individual needs. The registered provider is available to speak to parents and makes himself known to new families so he can answer questions and help children to settle. The setting is pro-active in making links with the schools they serve. Children's safety is of high priority and the setting has established secure systems for collecting and dropping off the children, that fits in with school routines.

A thorough review process is in place. Regular team meetings identify staff training needs, areas of the club's practice that work well and areas to be developed. Actions plans are made to ensure issues are followed up. Children are encouraged to share their comments in the 'Ideas book'. This has proved useful in identifying new activities and resources to promote and support their play. Parents say they have opportunities to talk to the manager and registered provider. Their comments are used to plan improvements, both in the management of the setting and in the quality of practice offered to children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY444153
Local authority	Hertfordshire
Inspection number	788960

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	4 - 12
Total number of places	32
Number of children on roll	29
Name of provider	Nadim Akhtar
Date of previous inspection	Not applicable
Telephone number	07746945903

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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