

# Afterskoolerz

Homerswood Junior & Infant School, Kirklands, WELWYN GARDEN CITY, Hertfordshire, AL8 7RF

<b>Inspection date</b>	27/09/2012
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Teaching practice is based on a secure knowledge and understanding of how young children learn. All practitioners have high expectations for children based on a secure assessment of their prior skills on entry to the setting.
- Staff ensure that all child accessible areas, both inside and outside, are safe. This helps to protect children from harm and injury.
- A well-established key person system helps children form warm and secure attachments, promoting their well-being and independence.
- Partnerships with parents provide effective continuity of care between home and the setting.

### It is not yet outstanding because

- Partnerships with feeder schools are not yet securely embedded to fully promote continuity of care and learning for all children.
- Opportunities for children to develop their understanding about technology and age-appropriate equipment and computer software are inconsistent.

## 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 play areas indoors and the outside learning environment and held discussions with members of staff.
- The inspector held meetings with the provider/manager.
  - The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and of information from parents included as part of the self-evaluation process.

## Inspector

Ann Cozzi

## Full Report

### Information about the setting

Afterskoolerz Breakfast, after school and holiday club was registered in 2012. It is a privately owned club operating from various rooms within Homerswood Junior and Infant school in Welwyn Garden City, Hertfordshire. There is a fully enclosed outdoor play area. The club serves children from Homerswood and neighbouring schools.

The setting operates term time only and is open each week day from 7.30am to 9am and from 3pm until 6.15pm. During school holidays, it is open from 8am until 6.15pm. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently 29 children on roll aged from four to 11 years. A total of 16 children were present during inspection, of which three were within the early years age range. The setting supports a small number of children with English as an additional language. There are currently three members of staff, of whom all hold appropriate early years qualifications. The setting receives support from the local early years development partnership.

### **What the setting needs to do to improve further**

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

- extend opportunities for children to consistently access and use equipment involving information communication technology
- review and further develop strategies for partnership working with feeder schools.

### **Inspection judgements**

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

Staff have a very good understanding of the seven areas of learning and how to promote young children's development through play and exploration. Teaching methods are strong and support children in making good progress towards the early learning goals. Individual assessments are undertaken on each child and are consistently reflected in planning. As a result, activities are tailored to help all children reach their full potential. The educational programme provides a wide variety of challenging experiences across all areas, effectively enhancing children's learning.

Children are happy and confident in the out of school provision. They enthusiastically move around the setting making independent choices about whom and what they would like to play with next. Teaching strategies ensure that all children are provided with lots of chances to develop their communication skills. For example, children relish social interaction with their peers and staff during meal times. They have lots of fun as they confidently share opinions about favourite foods and how to make a wrap from the ingredients provided. They use intonation, rhythm and phrasing to make their own views clear, demonstrating a growing vocabulary. Children's understanding of the world is shown as they eagerly chat about their home lives; describing special times, such as when a close relative made them laugh. Staff recognise and enhance these learning opportunities

by allowing children time to think before speaking and demonstrating their interest in what each child has to say. During play children show an interest in shape and space, for instance, they carefully arrange red and yellow counters to make a pattern. Whilst undertaking a puzzle, children recognise that sometimes they need support from others and confidently ask staff for some help. This is sensitively provided through discussion about the pictures or colours on each piece, allowing the child to further develop problem solving skills. Staff encourage children to access a wide range of books which they are able to carefully handle, holding them the correct way and turning pages from right to left. All children benefit from good opportunities to access physical play. Regular access to the extremely well-equipped play area provides them with an extensive range of play opportunities on a larger scale. Children move freely with pleasure and confidence in a range of ways, such as skipping and jumping and running. There is some access to programmable toys and equipment involving Information Communication Technology, however, its accessibility is not consistent. Consequently, children have less opportunity to interact with and develop their understanding about age appropriate equipment and computer software.

The well-resourced, welcoming environment, both indoors and out, provides a range of experiences that support children's development and emotional well-being. This in turn promotes their growing independence and collaboration with peers. Staff consistently use adult-led and child-initiated activities to challenge children's thinking and develop problem solving skills. Children feel an exceptional sense of belonging which is demonstrated through their warm interactions with their peers and staff. Children with English as an additional language are supported well through partnership with parents and the use of a wide range of resources which reflect their home culture. The progress of all children and groups of children is regularly assessed by the provider to ensure that no child falls behind expected levels of attainment.

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

The safety and security of the setting is good, demonstrating that the staff have a clear understanding of how to minimise risks to children. Children enjoy a warm and caring environment where they clearly feel safe and at home. This promotes the development of positive relationships with all staff including key persons. All children show a strong sense of belonging and confidence. As a result, communication and investigation skills are effectively promoted, successfully building firm foundations for future learning.

Children's behaviour is good. Staff implement clear age-appropriate behaviour management strategies, such as discussion, redirection and positive reinforcement. This increases children's self-esteem. Staff act as good role models as they consistently implement a good range of positive behaviour management strategies. They make sure that all children are given clear age-appropriate guidance about what is acceptable behaviour. Children demonstrate thought for others as they invite them to join in their games or take turns in speaking and listening during meal times. Children's strong relationships with others support them as they learn about respecting and tolerating each other's differences. Children show care and consideration for each other as they share

resources and take turns during games. Staff demonstrate a good understanding of each child. This is supported well by time spent discussing their individual needs with parents prior to entry. This successfully supports the inclusion of all children in the setting. Children play either alongside each other or in cooperation, for example, during games or passing food to each other whilst sitting at the table. They build on existing coordination skills as they complete a puzzle or manipulate the computer mouse. The organisation of the learning environment effectively encourages children to independently initiate their own learning and development. For example, furniture provided is of an appropriate size and the organisation of resources enables children to explore and investigate in a safe environment. Children are supported very well by staff to develop their understanding of how to stay safe. For example, staff make time to hold discussions with children and clear explanations are provided about the reasons for the safety guidelines in place. Activities provided encourage children to gain an understanding about risk as they explore and investigate their environment, for example, using large play equipment in the outdoor area. Children regularly take part in evacuation drills, helping them to respond appropriately in the event of an emergency.

Children show a good understanding about how to maintain a healthy lifestyle. Their understanding is supported well through the provision of balanced range of tasty options at snack and meal times. Children clearly demonstrate that they know how to care for their own personal hygiene, for example, as they clean their hands prior to making their own wraps from a wide range of ingredients to eat at tea time. This hands-on experience helps children to explore using sight, touch and smell.

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

Clear written safeguarding policies and procedures are in place and understood by staff. This ensures that they are able to take appropriate action should they have a concern about a child in their care. The provider is the nominated behaviour management person for the setting and has undertaken appropriate training. All other staff are trained in behaviour management, this raises their awareness about identifying signs and symptoms of abuse or neglect. Positive working relationships are in place with other professionals in order to provide a multi-agency approach to support the children and their families if required.

The provider and her staff have developed clear plans for improvement. All staff, children and parents are consulted in order to further develop the provision to meet user needs effectively. Self-evaluation is ongoing and attention is paid to clearly identifying strengths and identifying improvement actions for the future. For example, through discussions and observations it was noted that children's access to resources stored in a cupboard used by the setting were limited. As a result, an information leaflet detailing resources has been produced to enable children to have a greater choice in what items they wish to access. Systems for recruitment, induction and ongoing appraisal are robust. This ensures that continuing staff professional development is supported, resulting in the smooth

implementation of changes in legislation. This has a positive impact on children who benefit from staff who clearly understand how to implement the Early Years Foundation Stage effectively.

Systems to assess children's starting points on entry are very secure. These are implemented in a number of ways, including working closely with parents prior to placement to establish initial development stages linked to the Early Years Foundation Stage. Parents receive information about their child's achievements at pick up times and through regular consultation meetings each term. This ensures that they are able to fully contribute in setting targets for children's progress and helped to recognise how to support their children's learning at home. Parents report that staff gathered lots of information about their children prior to starting and that they are happy with the care provided for their children. They comment that they get lots of information from staff who they talk to every day. Links with feeder schools are still developing and are not yet fully embedded. As a result, information sharing leading to the early identification of children's individual needs is not always consistent.

### 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
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

<b>Unique reference number</b>	EY445296
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	793223
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Rachel Louise Shadbolt
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01707 320 610

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

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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