

SNAP Watling View

Watling View School, Watling View, ST. ALBANS, Hertfordshire, AL1 2NU

Inspection date

Previous inspection date

08/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- Effective partnerships between staff and parents positively contribute to the settings knowledge of individual children to ensure their needs are fully met.
- Staff work well together as a team and effectively implement the setting's policies and procedures to ensure children are safe and their welfare is fully protected.
- Positive links have been established with many of the schools children attend to ensure continuity and to promote the full integration of care and learning.
- Regular praise and encouragement from staff ensure children develop high levels of confidence and self-esteem.
- High staff to child ratios mean that all children receive close support and attention.
- Systems to monitor the quality of the service provided are effective in ensuring continuous improvement.

It is not yet outstanding because

- The indoor space and resources are not set out to best effect to ensure that they are stimulating and engaging to all children who attend the setting.

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, the sensory room and in the outdoor learning environment.
- The inspector held meetings with the manager and talked with all staff including children's key persons.
- The inspector looked at children's profiles, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Jane Mount

Full Report

Information about the setting

SNAP (Special Needs, Activities and Play) at Watling View School is one of several play schemes and Saturday clubs run by SNAP Hertfordshire Ltd. It was registered in 2012 and it operates from Watling View school, which is a specialist school situated in St Albans, Hertfordshire and is for children with special educational needs and/or disabilities. It has

the necessary access, facilities and equipment to meet their needs and includes enclosed outdoor play areas.

The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Children from the age of four years can attend. It operates during the school summer holidays and the Easter and Christmas holidays and also in the Autumn half term. During term time a Saturday club also operates. The setting is open from 10am to 3pm. There are currently 50 children on roll, of whom, 10 are in the early years age group. The setting employs four staff, of whom, three hold appropriate teaching and early years qualifications. In addition, volunteers from 16 years of age are recruited to provide additional support and are always supervised.

What the setting needs to do to improve further

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

- improve the organisation and use of space and resources in the indoor environment to extend opportunities for children to play and enhance their learning.

Inspection judgements

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

Staff understand that every child is unique. They are effective in ensuring that all children are fully integrated and supported in their learning, regardless of their starting points. An effective key person system and close partnership working with parents, helps to ensure staff are knowledgeable about their key children's particular needs. This includes information about their development and learning. Each child has their own individual profile which is highly informative and clearly identifies children's goals and shows their achievements. Staff use this information along with ongoing observational assessment to plan future play experiences to help children make progress in their learning and development. The key person then involves parents in their child's learning through sharing this information with them.

There is a balance of adult-led and child-initiated activities and the indoor and outdoor environments are used generally well to support children in their play and learning. Children delight in using the sensory room to explore and develop their senses and skills. They follow bright lights, shapes and patterns with their eyes, pressing buttons to make the room change colour or to make colours change to music. The outdoor environment is used to its full potential with a safe, secure environment with facilities and equipment designed to engage, interest and stretch children with even the most profound of disabilities. Children enjoy catching bubbles in the garden area or playing on the specially designed swings or taking turns to go on the roundabout. The indoor space is planned so that it can be used flexibly and takes account of the prime and specific areas of learning.

Children have fun as they participate in a range of play experiences and activities. They enjoy sitting on cushions and looking at books or building space ships with interconnecting bricks. However, some aspects of the indoor environment are not fully effective in creating a place for high quality learning experiences. For example, a variety of interesting role play clothes are provided to enable children to use their imaginations. However, the clothes are in boxes instead of being hung so that they are visually attractive and easily accessible to children. Also, an extensive range of art and craft materials are available to promote children's creative development, but the full range is not displayed so that children can easily access it. Nevertheless, staff interact well with children to support them as they tackle a variety of activities and children do enjoy their surroundings and show a keen interest in what they do.

Children's communication and language development is supported well. For example, communication tools, such as visual timetables, communication boards and signing are used to help children understand daily routines and to enable them to express which activities they would like to participate in. Also, staff are skilled at extending children's language as they listen and talk, such as at 'circle time' and snack and lunch time, when they provide opportunities for children to talk with other children and adults about what they see, hear and feel.

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

Staff are friendly and approachable and work in close partnership with parents to ensure children's needs are met. Effective deployment of staff including high staff to child ratio's support children well and consequently, children form secure attachments as they receive continuity in their care and learning. Overall, children can make independent choices in their play with staff who encourage children to make decisions and to take responsibility. Consequently, children enjoy their surroundings and show a keen interest in what they do with staff who support them well in their play.

Children's behaviour is managed in a positive manner and staff deal sensitively with occasional instances of challenging behaviour. Children develop a sense of achievement and their self-esteem is promoted, such as when they are praised for helping to put away resources they have played with. Children are highly valued as individuals and in turn demonstrate a respect towards each other, such as when they wait for another child to finish what they are saying without interrupting at circle time. They respond positively to guidance and instructions from staff and are aware of routines, such as hand-washing before snack or lunchtime.

Children have regular opportunities to learn about personal care routines and how to stay healthy. They are aware of the need to ensure they have clean hands before eating or handling food items when cooking and talk about the reasons why. Healthy eating is encouraged and children are provided with healthy food choices. Children develop self-confidence in their physical skills as they use a varied range of equipment to promote their physical development. Staff help children gain a secure understanding of safety issues. For example, they discuss why it is dangerous to walk near the swings when playing outside.

Inside, children are given gentle reminders not to run and are given clear explanations both verbally and with signing.

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

Staff are led by a management team who have a clear vision for the setting. They work well together as a team to provide a good quality service for children and parents. Robust recruitment and vetting systems ensure staff are suitable to work with children and effective induction procedures ensure they understand their roles and responsibilities. Staff performance is then monitored through supervisions and appraisals. Ongoing professional development is positively encouraged and staff undertake regular training. All staff are committed to the continuous evaluation and improvement of their practice and effective systems are in place to closely monitor and assess the quality of the provision. For example, they use daily staff meetings to evaluate practice and actively seek the views of others, such as regular feedback from parents. Consequently, the setting is fully aware of its key strengths and areas they wish to develop further to ensure continuous improvement.

Clear management responsibilities in relation to child protection have been established. This includes having named designated persons responsible for ensuring the correct safeguarding procedures are followed if there was a concern. All staff undertake safeguarding training and therefore fully understand their roles and responsibilities. Documentation to underpin the safe and efficient management of the setting is in place. This includes policies and procedures which are implemented by staff consistently and shared appropriately. Staff provide children with a safe and secure environment to explore, which is thoroughly risk assessed. Staff are positive role models and secure relationships between them and the children they care for, enabling children to show a strong sense of security as they feel safe and are highly valued within the setting.

Positive partnerships with parents contribute significantly to children's well-being and ensure their care and learning needs are fully supported. There are good systems in place for gathering important entry details from parents about children's care and learning needs. This also includes home visits before a child attends the setting and wherever possible staff also link with specialists working with the children, and with the schools they attend. These links mean staff can make whatever adjustments in the planned programme as are necessary to ensure each child's needs are being met. Staff are forthcoming in exchanging information with parents and parents know they can speak with staff whenever they feel the need. Parents spoken to at the time of inspection commented that they feel well-informed and that they appreciate and value the discussions with staff.

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	EY440020
Local authority	Hertfordshire

Inspection number	786968
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 19
Total number of places	20
Number of children on roll	50
Name of provider	Snap Hertfordshire Ltd
Date of previous inspection	Not applicable
Telephone number	01727850560

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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