

# Jousters at Crabtree

Crabtree Junior Mixed School, Crabtree Lane, HARPENDEN, Hertfordshire, AL5 5PU

<b>Inspection date</b>	20/11/2012
Previous inspection date	08/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 arrangements to ensure children are safeguarded are in place as staff are knowledgeable and highly vigilant in ensuring children's safety.
- Staff provide a welcoming and accommodating environment where children are eager to attend and confident to give their views.
- There is a strong commitment to improve the out of school provision through setting ambitious targets and action plans.
- The manager has developed good lines of communication between parents, teachers, and club staff in order to meet the children's individual needs.

### It is not yet outstanding because

- Staff are serving the meals so there is scope to improve opportunities for children to do tasks for themselves and develop their independence.
- Staff are not always helping children to be fully involved in challenging activities when they are distracted by domestic tasks.

## 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 school hall, the outside playground and talked with the staff and children.
- The inspector held discussions with the manager and the registered provider of the provision.
- The inspector looked at a sample of the children's assessment records, planning documentation, the provider's self-evaluation form and other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in the self-evaluation form.

## Inspector

Sheila Harrison

## Full Report

### Information about the setting

Jousters at Crabtree registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of eight out of school and holiday clubs run by a private company. It operates from the dining hall within Crabtree Junior Mixed School, Harpenden, Hertfordshire. The after school club is situated in a residential

area on the outskirts of Harpenden. Children attend from this school and the neighbouring Crabtree Infant School. Children have access to an outdoor play area. A breakfast club is open each weekday during term time from 7.30am to 9am and an after school club from 3pm to 6pm. During some school holidays the club opens from 8am to 6pm.

There are 12 children in the early years age range on roll and the club takes children up to the age of 11 years. The out of school club supports a number of children with special educational needs and/or disabilities.

There are eight members of staff, five staff hold appropriate early years qualifications at level 3 and one holds an overseas teaching qualification. Two members of staff are working towards a qualification at level 3 and the manager is working towards an early years degree. The inspection took place during operation of the after school club.

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

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

- review the familiar routines and environment and consider how best to support children to develop their independence skills further by providing better opportunities for them to help in appropriate tasks, for example, during meal times
- improve high quality learning experiences for all children by reviewing the deployment of staff to allow them to be fully involved in the children's activities.

### **Inspection judgements**

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

Children are happy and enjoy their time in the setting. Staff have a good understanding of the learning, development and assessment requirements in the Early Years Foundation Stage. They ensure that the appropriate and detailed plans include interesting activities for the children to choose freely from. Plans cover all the areas of learning and information gained from observations of the children at play including their interests. This helps children to make good progress in extending their learning overall and complements their school day. Staff offer appropriate activities to include all children, including those with special educational needs and/or disabilities. Staff analyse their observations of the children at play and this enables them to effectively understand the children's needs. For example, they identify where a child is progressing well and areas where progress is less

than expected. Staff effectively address gaps in attainment in close partnerships with parents, and outside professionals if necessary. The club ensures that there is a wide range of information on the Early Years Foundation Stage displayed as information to parents and to support their children's learning at home.

Staff provide rich learning opportunities through play and supportive teaching. Children are learning about the lives of others as they discover the cultures of other countries. Children draw, colour and cut out maps of the counties they are learning about. Staff give children time to express their creativity and consolidate their ideas as they make model masks using clay. They protect the models to allow children to continue them at a later time. Staff support all children with their thoughtful care and attention. They sensitively interact with the child-initiated activities at the doll's house helping children to talk about their families and arranging the furniture appropriately. The manager captivates the children's attention during story time and values their contributions and questions. This supports them to develop their skills in speaking and listening. Other staff ensure that they are quiet and by limiting background noise they help children concentrate.

Staff support children to move confidently, be active and energetic as they use the school playground. Children enjoy relay races and these are tailored to meet their different abilities. The manager encourages the children to move in different ways such as walking sideways.

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

The club has a warm and welcoming atmosphere where children develop a strong sense of belonging. Their art work is displayed on the noticeboard, a full portfolio of their creative pieces is easily available to view. Children's photographs and their responses to the club satisfaction survey are displayed on the cupboard doors. They ask for photographs of their constructions to be taken during the session to be displayed on the electronic display. This shows they take a pride in their achievements. Children behave well and staff have successfully introduced a star chart that rewards good behaviour. This is sensitively handled to ensure all children have an achievable target for their individual stage of development. They play cooperatively taking turns with the popular electronic games. However, children can be waiting a long time for their turn as staff are often employed in the domestic tasks and not fully focused on helping children be fully occupied. This hinders children being wholly involved in challenging activities.

Children settle well as the key person works closely with the parents to ensure there is an effective settling-in procedure. Parents are encouraged to visit the club while it is running and meet the staff. Children can come to the playscheme for a short time in the holiday before they start school so they become familiar with the staff and premises.

Staff make certain children are confident and know what to do during the emergency evacuation practice. Children are informed of the presence of other adults visiting and working the setting. This ensures that children are learning to be safe without being fearful. Staff effectively explain the benefits of healthy eating as children are offered a

variety of healthy foods at meal times and are praised for eating the vegetables. Children request toast without butter and this is provided. They are encouraged to compare new tastes, such as vegetarian sausage. Meal times are social occasions with children sitting with their friends and siblings. However, staff do not effectively support children's growing independence as they do not involve the children, for example to distribute the hand gel, lay the table and serve the meals.

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

The club is effectively led and managed by the manager who is well organised. Rigorous vetting and recruitment procedures ensure all persons employed are cleared as suitable to work with children. Staff are committed to keeping the children safe and protecting them from harm. They have all undertaken paediatric first aid, food hygiene and safeguarding training. The premises are kept secure. The manager ensures that any maintenance workers that enter the site have the correct clearance and supervision. Children are made aware of the areas of the hall that must be avoided while works is in progress. Staff display signs to signal the route children should take to the club. They are accompanied from their classroom and a password system is in place for children being collected by someone other than their usual carer.

The club makes good use of a range of rigorous monitoring activities and has successfully addressed the weaknesses identified at the previous inspection. The manager consistently communicates high expectations to staff regarding securing improvement. She accurately monitors quality of the setting using the revised Statutory Framework for the Early Years Foundations Stage. She sets realistic and challenging targets for improvement.

The club has close links with the school and there is an effective two-way flow of information supporting children's welfare. There are successful links with parents and carers resulting in positive relationships and very high levels of parental regard for the club.

### **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>	EY396988
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	821947
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 11

<b>Total number of places</b>	32
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Jousters Childcare Limited
<b>Date of previous inspection</b>	08/12/2009
<b>Telephone number</b>	01707894650

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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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