

Topkidz @ Radlett

St. Johns Infant School, Gills Hill Lane, RADLETT, Hertfordshire, WD7 8DD

Inspection date	17/01/2013
Previous inspection date	25/06/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The kind and caring interaction of staff with children makes their experience of the club enjoyable and relaxed.
- Staff plan activities that are based upon children's interests and this encourages them to learn.
- Well-established routines ensure children feel safe, behave well and are confident to select tasks and join in activities with adults and other children.

It is not yet good because

- Children do not have access to a full range of information and communication technology resources to support their learning.
- There is no designated area where children can choose to go should they wish to rest or be quiet.
- There are no arrangements for a programme of regular staff supervision.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed practice outdoors and in the main hall and during tea time.
The inspector checked evidence of the qualifications of staff and looked at the
- induction procedures. The inspector also checked policies and procedures linked to safeguarding.
- The inspector observed a number of children throughout the inspection and the available activities and resources.
- The inspector spoke to the manager and three staff members of the out of school club.

Inspector

Clair Stockings

Full Report

Information about the setting

Topkidz@Radlett was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It operates from the dining hall of St John's Infant School in Radlett, Hertfordshire. It also has use of the school playgrounds for outdoor play. The after school club employs four members of childcare staff, three of whom hold appropriate early years qualifications.

The after school club opens Monday to Thursday during term time. Sessions are from 3pm until 6pm. Children attend for a variety of sessions. There are currently 18 children attending, four of whom are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop appropriate arrangements for supervision of staff and develop a culture of support, coaching, team work and continuous improvement.

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

- improve the programme for understanding the world by extending the range of programmable toys, as well as equipment involving information and communication technology, such as computers
- improve the programme for personal, social and emotional development further by: providing a quiet restful area and a safe place for children to be calm or when they need to be quiet.

Inspection judgements

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

Children enjoy their time at the club. They demonstrate a positive approach to learning supported by the cheerful interactions of the staff caring for them. Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They explore and play displaying some emerging levels of independence and self-confidence. They quickly find an activity, and chat with their friends. Children choose resources and activities, and initiate their own play. Therefore the setting complements the children's structured day in school. A variety of activities and resources are available to the children to meet most of their needs during after school hours. Staff are friendly, sharing jokes and joining in when needed, while allowing children to make independent choices about where and with whom they play. Consequently, children have fun and clearly enjoy their time after school. Staff place the emphasis on learning through play, having fun and building positive relationships. They gather some initial information about children that includes details about activities they like participating in, which help staff to establish children's interests. Staff talk in detail about what these children can do and how they plan to help them progress. Planning is flexible and influenced by the children's

choices, ideas and play preferences. The key worker system supports children's individual learning and development.

Children's communication skills are fostered well through play. They are confident to share their views and talk about the activities they enjoy. Staff join children to eat, and engage them in enjoyable conversations. They interact appropriately with children to extend or challenge their play. For example, staff promote children's mathematical understanding during a craft activity by encouraging children to identify different shapes and count the number of beads used. Staff spend time with the youngest children, playing together and building their confidence. Young children enjoy chatting with older peers, as they complete a jigsaw puzzle together. Literacy skills are encouraged with access to a range of resources for writing and drawing. However, the range of information and communication technology resources to promote children's understanding of the world is more limited. Children have opportunity to play outside daily, allowing them to 'let off steam' after a structured day.

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

The key person system enables children to form secure attachments with staff, resulting in them feeling settled and secure in the club. Staff apply clear, consistent boundaries and consequently, children learn to behave well and to share. Children understand that playing cooperatively with their friends and taking turns is important. Older children support the new and younger children well helping them to settle, have fun and build strong relationships quickly. Children laugh together as they play and chase around the playground. However, children who choose to rest or be quiet do not have a comfortable space in which to do so. This means children feeling tired after a busy school day have limited opportunity to rest and unwind to promote their feeling of well-being. Children take an active part in the club, making choices about their play and helping to tidy away resources at the end of the session. They are well prepared for their transitions back to school the next day.

Children are developing an understanding of maintaining their personal health. Children's good health is promoted through appropriate health and hygiene routines. They are well-nourished and a range of nutritious snacks is provided. Children routinely wash their hands after playing outside and before meal times. Children regularly practise fire drills so that all staff and children know what to do in an emergency. The daily routines include regular safety reminders to raise children's understanding, such as learning to take care with simple tools and following rules when going outside. This results in children enjoying their experiences in the club and learning skills that support their move to school.

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

Sound policies and procedures are in place to ensure that most aspects of the welfare requirements for the Early Years Foundation Stage are in place. Procedures for the recruitment, vetting and induction of new staff are appropriate to confirm their suitability. Regular meetings between the manager and staff team have been implemented and staff

are provided with some training opportunities to extend their professional qualifications. However, the manager has yet to establish a system for the regular supervision of all staff. This is a requirement of the Statutory Framework for the Early Years Foundation Stage. The framework considers this approach as an effective way for supporting staff and promoting the interests of the children.

Safeguarding arrangements are sound to keep children safe. Staff understand child protection issues adequately and access to regular training helps to reinforce their knowledge. Staff are sufficiently vigilant and implement appropriate head counts to monitor the ratios and flow of children. Staff complete risk assessments that help to provide a suitably safe, secure environment for children to play. The key person system enables staff to establish close working relationships with parents from the outset, in order to secure continuity of children's care. Staff seek information about children's interests to meet their individual needs appropriately. Parents praise the wide range of activities and resources available for the children and value the friendliness and warmth of the staff. General discussion with some parents on collection provides them with basic details about what their child has eaten and enables the manager to share any messages from school. Partnership with the host school is well-established, and systems are in place to make sure children's continuity of care and learning is supported. Staff have established appropriate links with a number of local schools, which aids effective transitions and joint working.

Methods to monitor and evaluate the quality of the provision are adequate in bringing about some improvements in children's care and well-being. Occasional parent questionnaires seek their views about some aspects of club practice. As a result, there have been some improvements to the range of activities provided. Management and staff have taken steps to address the recommendations from the last inspection. This shows they have the capacity to bring about some improvements to the quality of practice and children's welfare.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY424397
Local authority	Hertfordshire
Inspection number	806529
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	18
Name of provider	Topkidz Group
Date of previous inspection	25/06/2012
Telephone number	08454 309 331

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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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