

# Topkidz @ Borehamwood

Saffron Green First School, Nicoll Way, BOREHAMWOOD, Hertfordshire, WD6 2PP

<b>Inspection date</b>	01/02/2013
Previous inspection date	19/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
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		2
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

- Children are happy and settled and have formed positive relationships with each other and staff.
- Staff plan useful cookery activities that help children have valuable chances to read, measure and develop their physical skills in a practical way.
- Children have valuable chance to play outside during daylight hours and develop their play and physical skills.

### It is not yet good because

- Managers and staff overlook opportunities to improve staff practice and to put supervision and coaching firmly in place to positively extend the provision for children.
- There is scope to improve the access to technological toys to further children's awareness of understanding of the world.
- Parents are not fully involved in the sharing of progress records, which restricts the useful two-way flow of information to aid children's learning at the club and at home.

## 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 hall and the playground and talked with the staff and children.
- The inspector held discussions with the registered provider.
- The inspector looked at a sample of the children's assessment records, planning documentation and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Sheila Harrison

## Full Report

### Information about the setting

Topkidz @ Borehamwood registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of five out of school clubs run by Topkidz Out-of-School Hours and Daycare Group Ltd. The club operates from the Rainbow Room annex at Saffron Green School in Borehamwood, Hertfordshire. It provides a service to Saffron Green and Kenilworth schools. Children have access to an

enclosed outdoor play area

There are currently 17 children aged from five years to 11 years on roll, three of whom are in the early years age range. They attend for a variety of sessions. The club operates Monday to Friday from 7.45am to 8.50am and 3pm to 6pm and is open during term time only. There are a total of five members of staff, three of whom are qualified to level 3. One member of staff, who is used as temporary cover for staff absence, holds an early years degree.

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

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

- ensure appropriate arrangements are in place for the supervision of staff and to provide support and coaching for them to fully promote children's learning.

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

- develop partnerships with parents by encouraging them to share information about their child's learning at home and by keeping them informed about their child's achievements and progress
- enhance the educational programme for understanding the world for children to add to their first-hand experience of how things work and to solve problems by extending opportunities to explore a range of programmable toys, torches, digital cameras and tape recorders.

### **Inspection judgements**

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

Staff support all children to enjoy their time in the club. Their thoughtful care and attention help children to make sound progress overall, which complements the school day. Staff plan the session to ensure all the areas of learning are covered across the sessions. Each child within the early years age range has a key person who helps them settle and feel secure within the club. The key person makes suitable observations of the children at play. They know the children's interests and link further activities to these interests to help children progress in their learning. Children enjoy learning to play bingo and this results in them confidently recognising the numbers. Children are keen to participate and select toys independently. On arrival at the club, they quickly become involved in their favourite imaginative games. Children are making friends as they play

together taking turns at scanning the 'shopping' using the battery operated till. However, the opportunities for children to further experience technical resources, such as programmable toys and torches, inside and out of doors, are less well developed. This restricts children making further links in their learning of how things work, testing their ideas and problem solving.

Staff plan a variety of play activities, which children enjoy. Staff use a cookery activity to help children see reading has a purpose they read the instructions on the packet. Children measure the ingredients and there is a great deal of laughter as they see if it is possible to crack an egg by pushing on the ends. Children develop their physical skills as they follow the instructions to mix the batter using a 'figure of eight' action. Children can use the playground for physical play. They enjoy counting on the large hopscotch and this helps them to learn on a more active scale. Staff teach the children how to roll the hula hoops and this effectively encourages their physical skills and dexterity.

Staff give parents helpful information on their child's day, although they do not fully support children's learning at home through the lack of a secure two-way flow of information. Parents are not consistently asked for details of their children's stage of development on entry to the club and have yet to see or comment in the records of the children's learning in the club. This does not fully support staff in effectively matching activities to children's development.

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

Children are happy and enjoy meeting with their friends. Staff get out a suitable range of toys and games for the children to choose from. There is a calm and comfortable atmosphere where staff are well deployed. They build a close relationship with their key children and this helps build a strong rapport. Children learn to play cooperatively. Staff sit with them to support turn taking games, such as snakes and ladders. Children learn the rules of the game, take turns and accept winning and losing appropriately. This helps them to behave well and to begin to put themselves in the place of others. Children celebrate the birthdays of their friends; they sing and secretly make a card to surprise and delight the birthday child.

Staff effectively support children to develop an understanding of a healthy lifestyle. They remind children to do up their coats while playing outside to keep warm. Staff encourage children to manage their own hygiene and personal needs. Children wash their hands before a cookery activity and before meals. They independently serve their meal and roll their own wraps. Children have useful opportunities to play outside on most days to help children learn that exercise benefits their health. In the better weather and light evenings children use the school playground. This enables them to use the challenging play equipment and begin to have an understanding of risks and how to manage them.

There are strong links with school that hosts the club. The registered provider receives the school newsletters and the themes of the term. This helps staff plan complementary activities. Staff that work in the club also work in the school and this suitably supports children's move between the settings.

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

Arrangements for safeguarding children are in place. Sound systems are in place for identifying children at risk, liaising with the appropriate agencies and helping to protect the children who attend. Adequate recruitment and induction procedures make suitable assessments of adults that are working with children. Children's safety is maintained through suitable implementation of risk assessments.

There are some measures to monitor and evaluate the provision in place. Previous actions and recommendations have been successfully addressed. The senior management team has the support of a local authority consultant and is beginning to recognise areas of practice that they need to improve. Staff are suitably qualified for their roles. The registered provider is initiating arrangements for staff supervision and to provide support and coaching. However, this currently lacks the rigour to consistently ensure that staff continue to fully promote children's learning as well as possible. Parents are regularly sent questionnaires for their views on the club; their comments are taken into account, and the club introduces more information via email, for example, when reviewing the menu.

Staff generally work well with parents and the school to meet the diverse needs of the children so that they receive appropriate interventions and support when required. Parents report that their children appear happy in the club. They also state that the staff are available to talk to if they have any concerns.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

**What inspection judgements mean**

**Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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>	EY356831
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	820934
<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>	32
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Topkidz Out-of-School Hours and Daycare Group Ltd
<b>Date of previous inspection</b>	19/11/2009
<b>Telephone number</b>	0845 4309331

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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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