

Skools Out Club Limited

Bushey Youth Centre, Falconer Road, BUSHEY, WD23 3AG

Inspection date

05/02/2013

Previous inspection date

28/01/2009

The quality and standards of the early years provision

This inspection:

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

- The provider has a very secure knowledge and understanding of how young children learn through play. This effectively supports children's overall learning and development.
- Children greatly enjoy their time at the club. They show good levels of confidence and happily express their needs to the attentive staff. As a result, they have friendly relationships both with staff and their peers.
- Children's behaviour is good because staff consistently use positive techniques, such as praise and encouragement. As a result, children know and understand what is expected of them.
- There is a strong partnership with parents and other providers where children attend so that children's learning and development is supported well.

It is not yet outstanding because

- Use of the outdoor area is not maximised to promote all aspects of children's development.
- Opportunities to promote children's self-care skills are not optimised during mealtimes and snacks.

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 children's arrival to the club, the activities in the play rooms and tea time.
- The inspector spoke with the manager of the provision and other members of staff at appropriate times throughout the inspection and at the end of the session.
- The inspector spoke to children and observed their interactions with each other and the staff members.
- The inspector took account of parents and carers views through the information included on parental questionnaires and from discussions with some parents.

Inspector

Maura Pigram

Full Report

Information about the setting

Skools Out Club Limited was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group was previously registered since 1990 prior to becoming a limited company. It is a privately run non-profit making, out of school provision, operated by a board of parent directors.

The club operates from a community hall in Falconer Road within Bushey Hall School. The school is located in Bushey, Hertfordshire. Children use a large hall, a cafe room and three smaller rooms for games or quieter activities. Children have access to a courtyard area for outside play. The club is accessed either by a ramp or steps leading down to the main entrance. Children are collected from five local schools, all of which are within walking distance.

The club opens Monday to Friday during term time only. Sessions are from 3pm until 6.15pm. Children attend for a variety of sessions. There are currently 40 children on roll, of these; two are in the early years age group. On average 20 children attend each evening. The club employs eight members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two staff members hold qualifications at level 2. The club is managed by the registered person who holds a level 6 qualification. The club is supported by the Young in Herts Early Years Consultant who is responsible for out of school provision in the county.

What the setting needs to do to improve further

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

- enhance the use of the outside area to provide children with flexible, all year round experiences to explore a range of activities linked to the areas of learning
- involve children in the preparation of food and provide opportunities for children to pour their own drinks and serve their own food.

Inspection judgements

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

Children are happy and enjoy the time they spend at the club. They settle quickly and choose where to sit for their tea. Planning of activities is flexible and is based on topics, themes and children's interests, such as team games and construction with bricks. Children's views and opinions are heard as they are individually asked what they would like to play with. This is in addition to the planned activities. Children can also choose items of their choice from the well-resourced storage room. This means that there is a good balance of child-led and adult-led activities. Following tea, children quickly engage in activities on offer to them.

Staff at the after school club have a secure understanding of the Early Years Foundation

Stage and how the activities offered support children's learning. Children's starting points, individual needs, routines and ongoing interests are very well known. These are obtained through discussions with parents and teachers. In addition, the effective use of the comprehensive documents, such as 'All about me' forms and children's detailed assessments are effectively used to plan for children's next steps in their learning and development. The staff ensure children have access to challenging activities, such as constructing models from recycled materials. During this activity children confidently use sticky tape, scissors and glue. Photographs of children and their finished work promotes children's self-esteem. The importance of allowing children time to practise and develop skills is recognised by the attentive staff. For example, they know when to give support and when to sit back and allow children to persevere with their task. This supports children's friendships and social skills.

Children's communication skills are well supported. For example, staff ask open questions to help children formulate their thoughts. Staff listen attentively to children and respond positively to them at all times. As a result, children feel valued and show good levels of effective learning. They develop a positive and enthusiastic attitude to learning. For example, children concentrate for long periods of time creating drawings of their choice together. They use a range of tools to support their writing skills and know where to access scissors. Some children complete homework topics. The provision of reference books supports children's learning. Children regularly take part in fundraising activities. This promotes their understanding of others around the world and promotes their self-esteem. Outdoor play is mainly offered when the weather is fine. During this time children enjoy practising their physical skills, such as skipping and ball games. However, the provider has yet to optimise the use of the outdoors and provide rich, varied and imaginative learning opportunities outdoors that will support children's learning and development in all areas.

Children enjoy card and board games, such as bingo. This supports their learning at school, such as recognition of numbers and promotes their matching and counting skills. Children state that they enjoy art and craft and team games, for example running and parachute games. They are able to express their likes and interests through discussions with the staff. In addition, they complete regular evaluations of the activities they take part in. This is used for future planning and for the addition of resources linked to children's interests and ongoing learning. Staff work hard to ensure they develop positive partnerships with parents and the children's schools. Regular meetings with parents, the children's teachers and other professional involved in children's development contribute effectively to the continuity of children's overall development. Daily discussions with parents and the display of activities children have enjoyed means that there is a shared two-way flow of information to support children's learning and development.

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

Children are happy, secure and settled. This is as a result of the well-developed settling in procedures. In addition, the close partnership with schools and teachers means that transitions to the club are well supported. Children have warm and friendly relationships with staff and are developing firm friendships with their peers. The well-established key

person system further contributes to children developing secure attachments; this promotes their well-being, confidence and independence. The regular conversations with parents ensure that children's welfare needs, including specific health needs, are met. Staff are good role models for children, they behave respectfully towards children and they are friendly and create an inclusive atmosphere where everyone is welcome.

Children show positive behaviour; they show they are kind and interested in each other as they share their news. They receive plenty of praise and encouragement and readily use good manners during tea time. Any slight disagreements are sensitively managed. This means that children learn positive strategies to help them manage their feelings. For example, they are reminded to use 'indoor voices' during discussions to resolve their differences. Staff help children to take turns during popular games and to share the good quality resources. This effectively promotes good levels of social skills.

Children learn about healthy lifestyles through topics and everyday routines. For example, they enjoy making fruit kebabs as part of a planned activity and regularly take part in indoor physical activities. They competently follow effective hygiene routines with minimal support and manage their personal needs with ease. Children readily use anti-bacterial gel which helps to minimise the spread of infection. Items offered for tea are healthy and nutritious and are freshly prepared on the premises. Children are encouraged to be responsible for some tasks, such as clearing away their food plates. However, there is scope to involve children more fully in the preparation of tea time so that their independence is further developed. For example, children have limited opportunities to serve themselves, pour their own drinks and prepare their meal.

Staff follow safe procedures to ensure children are as safe as possible at all times. For example, children are well supervised and safe collection procedures are followed. Every opportunity is taken to ensure children learn about how to keep themselves safe. For example, a recent topic resulted in the children creating a group collage entitled 'How to keep ourselves safe'. In addition, routines, such as practising the emergency evacuation procedure, promote children's understanding of what to do in the event of a fire.

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

The registered provider also works as the manager. She is committed to the children's welfare and learning, and is extremely well organised and the comprehensive records of children's achievements reflect this. She and the well qualified staff team have embraced the revised Early Years Foundation Stage. Consequently, children's overall learning indoors, safety and enjoyment are well supported. The planning and children's records are linked to the Development Matters in the Early Years Foundation Stage. This along with the good partnership with parents and children's teachers means new skills learnt at school are supported through fun activities at the club. Children's safety is given a high priority. For example, effective procedures are in place to ensure children are collected safely from their schools. The entrance area is always monitored to ensure staff are fully aware of people who may enter the building. Detailed risk assessments and daily checks of the premises are completed to ensure all areas are safe for children to use. This

contributes effectively to ensuring children are safe at all times.

Good recruitment, induction and vetting procedures are in place to ensure that all staff are suitable for their role. They are well deployed to support children and all are clear on their roles and responsibilities. Regular staff training, appraisals and meetings ensure training needs are identified and plans for the future are discussed. The provider actively seeks advice and support from the local authority to continually improve the service they offer. The provider and her staff have a high awareness of how to safeguard children. All staff have attended suitable training and three staff members have been trained as designated safeguarding officers. Parents are well informed about safeguarding children and regularly receive safety information, such as newsletters containing information on how to ensure children's safety when using technology. Detailed procedures are in place for identifying children at risk and for liaising with the appropriate agencies. This supports children's welfare and ensures they are given high priority at all times. The provider regularly reviews written policies to ensure they are up-to-date and contain all the necessary information.

The provider and her staff continually reflect on the activities offered and the service provided. Views of parents and children are obtained through questionnaires, children's evaluations of activities and discussions. As a result, staff are able to routinely identify areas to develop that can benefit the children. For example, a review of children's personal hygiene procedures has contributed to the smooth organisation of arrival times. Partnerships with parents are strong. Parents are complimentary of the staff and state that their children 'love coming here'. They state that they felt very involved in their children's learning due to the daily communications, questionnaires, the sharing of children's records and displays of children's work. In addition, close partnerships with other professionals involved in children's welfare means that a continuity of care can be provided. The board of directors, which consist of children's parents and the provider, meet regularly to discuss the operations of the club and effectively identify areas to improve.

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
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		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	EY370432
Local authority	Hertfordshire
Inspection number	878600
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	40

Name of provider	Skools Out Club Limited
Date of previous inspection	28/01/2009
Telephone number	0208 3861348

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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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