

Lindees

Batchwood School, Townsend Drive, ST. ALBANS, Hertfordshire, AL3 5RP

Inspection date

26/06/2013

Previous inspection date

04/03/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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

- Children are happy, have fun and enjoy their time at the club. They take an active part in planning their own play and contributing ideas for themes, topics and resources.
- Staff are good role models and provide clear guidance for children about what is acceptable behaviour. This means children behave well and play cooperatively and are kind and helpful to each other.
- Children's health, safety and welfare are maintained to a high standard because effective procedures are consistently applied by a committed staff team.
- Staff really value working in partnership with parents, which makes a strong contribution to meeting children's care and learning needs.

It is not yet outstanding because

- Partnership working with link schools to support children to the very optimum in their learning and development are not always fully maximised.
- There is scope to extend opportunities to promote children's independence skills further, such as at tea time, by preparing and serving food.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in all areas used by children, including the outside play area.
- The inspector held discussions with the registered person, manager and staff.
The inspector looked at children's assessment records, planning documentation, the self-evaluation form and a range of other documentation, including a selection of policies and children's records.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jane Mount

Full Report

Information about the setting

Lindees was registered in 2002 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is an out of school provision and operates from Batchwood School in St Albans, Hertfordshire. The club serves several schools in St Albans and has its own base room with associated facilities and use of an outdoor play area.

There is a total of 14 childcare staff. Of these, eight hold appropriate early years qualifications at level 3, including one who has an early years degree. Lindees operates Monday to Friday, term time only and provides a breakfast club from 7.30am to 8.45am and an after school club from 3.15pm to 6.15pm. A holiday club operates during the school holidays from 8.30am to 6pm. Children attend for a variety of sessions. There are currently 115 children attending, 10 of whom are in the early years age group.

What the setting needs to do to improve further

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

- enhance ways of linking with the schools children attend to maximise opportunities to support children's care, learning and development needs to the very optimum
- maximise opportunities to support children's independence to the optimum through their daily routines, such as routinely enabling them to take an active role in preparing and serving food at tea time.

Inspection judgements

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

Children have fun and enjoy their time in the busy club environment. The staff team provide a welcoming atmosphere where children are encouraged to initiate and lead their own play. Staff are skilled at maximising spontaneous opportunities to promote their learning and development. For example, when a child shows an interest in folding paper and making small origami fortune tellers, a member of staff organises the resources needed and quickly engages a group of children in the activity. Children fold paper and concentrate hard as they cut out shapes, deciding if they should be squares or rectangles. This promotes their mathematical development, which is further extended as they count the sides of the paper as they fold it. Children learn to follow instructions as they receive guidance from a member of staff who offers advice and support. Children develop a sense of achievement when they have finished the task and proudly show the finished items to

their friends. Through the activity children learn to work together to solve a problem and to play cooperatively. Therefore, their personal, social and emotional development is promoted well.

Staff have a secure knowledge of how children learn and they use their knowledge to promote children's learning and development. They are skilled at providing activities that engage and motivate children and which offer a good level of challenge. Each early years child has their own key person and they are supported well in the active club environment. Good arrangements are in place so staff get to know new children well and this enables children to quickly settle. For example, information is gathered from parents at the initial meeting when they are asked to complete an 'All about me' sheet. This gives the key person and the rest of the staff team important information about a child's interests and abilities when they first join the club. Staff then monitor children's learning through observing them in their play to identify their achievements. This information is then used to plan enjoyable experiences that will help them develop and make progress in their learning. Partnership working with parents continues as staff work closely with parents to ensure they are kept fully informed about their children's achievements. For example, through sharing children's development books, which are called learning logs.

Children enjoy their surroundings, showing a keen interest in what they do. The indoor and outdoor spaces are used effectively to promote children's learning, giving them space to explore, create and think, in a stimulating, enabling environment. For example, low-level shelving promotes children's independence as it allows them to easily access resources and make their own choices, such as, deciding which play equipment they wish to take outside. Overall, children's independence is valued and encouraged, although there is scope to extend opportunities further to promote children's independent learning through enabling them to take a more active role in tea-time.

Activities and play experiences cover the seven areas of learning and staff support children well. This enables children to develop the essential skills required for their future learning. Children show high levels of energy as they play with their friends. They are confident and demonstrate good communication skills as they confidently join in with activities, excitedly talking about what they are doing while taking account of others ideas. Children have fun with activities to develop their design and creative talents and they can use a wide range of art materials. For example, they develop good sculpturing skills when making moulds for hot air balloons, which they then plan to paint and decorate. They enjoy learning about nature and the environment and have planted a variety of flower seeds, which they are caring for and closely observing as they grow. Children readily involve themselves in their chosen activities and are enthusiastic learners.

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

There is plenty of encouragement for children to develop a good understanding of a healthy lifestyle through the daily routine. For example, children know they must wash their hands before they sit down for their tea. Planned activities, such as, using an ultra-violet light box as a teaching tool, reinforce children's understanding of the importance of thorough hand washing techniques. This minimises the risk of cross infection and keeps

them healthy. Children are provided with healthy foods and at tea time enjoy the social experience of sitting with their friends and staff, talking about their day at school while enjoying their food. Planned activities further promote children's understanding of healthy eating, such as, when they make fruit smoothies, and they discuss the benefits of healthy foods on their bodies. Children develop self-confidence in their physical skills as they participate in a variety of indoor and outdoor activities with an emphasis on fresh air and the importance of exercise. The large outdoor school grounds offer the opportunity for children to master and control their coordination skills on various pieces of equipment. They concentrate hard as they develop their balance when riding bicycles and scooters. They enjoy playing tennis or football, which develops their gross motor skills. Inside children are physically active and enjoy activities, such as parachute games in the hall.

Children behave well and are very aware of the behavioural expectations of the club. Staff model good interaction and negotiation skills with the children and this encourages them to listen and respect each other's feelings. Behaviour management is taken very seriously and staff use effective strategies to teach children how they can play together harmoniously. For example, children and staff have worked together to make the club rules and these are regularly discussed. They are also displayed as a useful reminder for everyone of what is acceptable behaviour. This results in an environment where children quickly learn what is expected and they cooperate and play well together. Positive behaviour is regularly acknowledged by staff and this develops children's sense of achievement. For example, an older child is thanked by a member of staff for spontaneously helping a younger child to find their school bag when getting ready to go home.

Staff are friendly and approachable and children are happy and enjoy attending the club. They talk confidently and assertively about the activities they enjoy and are considerate and play well with their friends, building good relationships with staff and children. Children's ability to communicate and work together helps them to be ready for transitions in their life, such as changing teachers or moving classrooms. Staff work well together with parents to make sure that all children have their individual needs met so they receive the care and support they need to make them feel happy. An effective key person system is used which helps to ensure younger children's needs are given good attention. This provides them with a strong base to develop their confidence and ability to make choices in their play and learning. Consequently, children form secure emotional attachments, which promotes their well-being.

The environment is organised well and resourced to support children's all-round development. Staff are deployed well to meet the needs of the children and to keep them safe but to also allow children to have fun. For example, there are opportunities for children to move freely between the indoor and outdoor areas and staff are situated close by to offer support. Children's understanding of keeping safe is evident, such as, when one child reminds another child about why it is important not to run when inside. Staff are vigilant and help children gain a good awareness of keeping themselves safe. They discuss how to use equipment safely and when walking to the club from school, children learn about how to stay safe crossing roads. Regular fire drills and discussions increase children's knowledge of safe action to take in an emergency. A recent trip to the local fire station also taught children about emergency safety procedures.

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

Following a recent complaint, which related to lack of supervision of children, poor security of the premises and inappropriate behaviour of children, an unannounced Ofsted investigation visit took place. During the visit it was discovered that there were breaches to the safeguarding and welfare requirements. These linked to the security of the premises and also the failure of the registered providers to inform Ofsted of a change to the person managing the provision. Due to these breaches, enforcement action was taken and the providers were issued with a low-level warning letter and a notice to improve. The providers took immediate action to ensure children were safeguarded and cooperated fully, working hard to ensure all of the issues were quickly and successfully addressed. For example, the new manager has been deemed suitable and access to the club has been reviewed and improved. There are efficient procedures in place and consistently applied by staff for arrivals and departures to ensure children are handed over safely to a known adult. Locks have been fitted to doors and high staff to child ratios, along with effective staff deployment, ensure children are closely supervised. Staff are vigilant and ensure the environment remains safe for children at all times with risk assessments, including daily checks, to help ensure any potential hazards are identified and minimised immediately. Consequently, the new procedures effectively support staff so they can give high priority to keeping children safe which they do extremely well.

Children's welfare is protected as recruitment and vetting processes are robust and ensure staff are suitable to work with children. All staff are inducted in child protection procedures when they start at the club and receive regular training to ensure their knowledge is kept up-to-date. Consequently, they all have a secure understanding of how to protect children and safeguard them. Clear and effective safeguarding arrangements in relation to child protection are established. This includes having named designated persons responsible for ensuring the correct safeguarding procedures are followed if there is a concern. An informative safeguarding policy reflects how children's welfare is protected. This is shared with staff and parents. Clear induction systems, including recent reviews and improvements to the induction process, ensure staff fully understand their roles and responsibilities. Regular staff meetings and good communication sharing enable staff to work well together. More formal appraisals and supervisions are used as ways of closely monitoring staff performance and identifying training needs.

The staff team, under the strong guidance of the recently recruited manager and with the close support of the registered providers, have been working together to provide a good quality service. They are highly motivated and work exceptionally well together and consequently this has a positive impact on children. The new manager has now had time to settle into her role and she is secure in her practice. This results in good leadership and management of the setting. The staff team are fully committed to implementing the learning and development and the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and they do it very well. Since the recent Ofsted investigation, arrangements for monitoring the quality of the provision have been reviewed. There are now highly effective systems which are robust and highlight strengths

and clearly identify areas for further enhancement. This ensures arrangements to monitor the implementation and compliance of the Early Years Foundation Stage are highly effective in ensuring all requirements are met well to protect children, promote their well-being and support all to develop to their full potential. There are strong links between identified priorities and plans for future development. All contribute to the evaluation process, including gathering regular feedback from parents and children. The educational programme is monitored with systems in place to track children's progress across the seven areas of learning.

Staff work hard to engage all parents and parents speak highly of the service provided. They comment on how much their children enjoy their time at the club and say they find staff to be friendly and approachable. Staff promote effective relationships with parents as they are forthcoming in exchanging information, such as, daily verbal updates and an informative notice board, wall displays and regular newsletters. Partnership working with others is working well and the club is fully aware of the importance of good communication and partnership working to support children and their families. Links have been forged with the schools children attend, although there is room to maximise opportunities further to promote the full integration of care and learning. For example, the gathering of information from teachers, relating to their planning of future activities and topics to enhance children's learning opportunities, are not used to the optimum.

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 action. 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	EY239836
Local authority	Hertfordshire
Inspection number	921948
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	68
Number of children on roll	115
Name of provider	Lindees Limited
Date of previous inspection	04/03/2009
Telephone number	01727 848 355

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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, which are usually the childminder's 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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