

Springers Breakfast, After School and Holiday Club

Lodge Farm Primary School, Mobbsbury Way, STEVENAGE, Hertfordshire, SG2 0HP

Inspection date	19/08/2013
Previous inspection date	20/06/2011

The quality and standards of the early years provision	This inspection:	3
	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		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

- Children are confident to make decisions about their play because they are enabled to make choices from the wide range of resources available to them.
- The warm and welcoming environment provided by staff supports children to develop a feeling of safety and security.
- Parents are kept up to date about their child's well-being and achievements through regular verbal feedback.

It is not yet good because

- Children's health and well-being is not protected at all times. This is because the staff who prepare snacks do not hold relevant qualifications in food hygiene and the organisation of meal times does not promote children's understanding of good hygiene practice.
- There is scope to further develop strategies for partnership working with all feeder schools. Therefore, continuity of care and learning is not promoted consistently for all children.
- Self-evaluation is not used to fully monitor all areas of the provision to accurately identify where there is potential for improvement.

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 both indoors and in the outdoor learning environment, held discussions with members of staff and interacted with children attending.
- The inspector held a wide range of discussions with the manager and staff. The inspector also undertook a joint observation with the manager.
- The inspector looked at children's assessment and planning records, evidence of the suitability of staff working with children and a wide range of other documentation.
- The inspector took account of the views of parents provided by the manager of the club.

Inspector

Ann Cozzi

Full Report

Information about the setting

Springers Breakfast, After School and Holiday Club was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a school setting in Stevenage, Hertfordshire. The holiday club serves the local area and wider area and is accessible to all children. It operates from the two main halls the dining hall and two classrooms in Lodge Farm Primary School, there is an enclosed area available for outdoor play.

The club employs nine members of childcare staff including the manager. Of these, three hold appropriate early years qualifications at level 3 and four hold qualifications at level 2. The out of school club opens Monday to Friday sessions are from 3.15pm until 6pm term time and from 7.45am until 6.15pm during school holidays. Children attend for a variety of sessions. There are currently 10 children attending who 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:

- ensure that the premises are fit for purpose, this refers in particular to the arrangements in place for meal times and that the premises comply with requirements of health and safety legislation, including hygiene requirements
- make sure that all staff involved in preparing and handling food at snack time have received training in food hygiene.

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

- develop further strategies for partnership working with feeder schools to fully promote continuity of care and learning for all children
- develop further the process of self-evaluation to fully monitor all areas of the provision and ensure planned actions to overcome weaknesses are concerted and effective.

Inspection judgements

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

Children attending the out of school club clearly enjoy spending time with their peers and older children. They show a generally positive attitude to learning, supported by the encouraging interactions of staff caring for them. The warm and welcoming environment supports children to develop a feeling of safety and security. Children show emerging levels of self-confidence and independence. Staff ensure that they are able to make their own choices about how and where they spend their time, and who they play with. As a result, children initiate their own learning and enjoy socialising with friends. There are a wide range of accessible resources available and staff organise some activities for children. For example, they have fun exploring media such as paint, experimenting with different shades of colour, describing the patterns they have created.

Staff initiate conversations and joining with children's games when needed. For example, they take part in a game of dodge ball, supporting children's understand of the rules. Staff place prominence on learning through play, having fun and developing positive relationships. They find out about each child's prior to them starting, gathering information from parents about their needs and interests. The manager of the club acts as key person to the small number of children in the early years age range attending. Staff demonstrate a sound understanding of the learning and development requirements. They undertake observations of children at play, which are then assessed by the manager. This information is used to ensure that planning adequately meets children's individual learning and development needs. Consequently, children build sound foundations, developing skills for future learning. Parents are successful informed about their child's achievements through regular information sharing. This helps them to further support learning at home.

Children's communication skills are fostered well through play. They are confident communicators, sharing their views and opinions as they discuss activities they enjoy. Some staff sit with children at lunch time, engaging them in enjoyable conversations. They show a sincere interest in what children have to say, asking pertinent questions to encourage their language and thinking skills as they talk. Children respond well to this support, eagerly telling staff what they have in their lunch box today. Exciting outings, such as trips to a safari park and farm, are organised during the school holidays. These provide experiences for children to learn about the world around them. The range of resources reflect diversity. This supports children to learn about similarities and differences between themselves and others, and among different families and communities. Children enjoy taking part in physical activities developing control and co-ordination as they learn how to hang upside down from a climbing frame in the outdoor play area.

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

The consistent staff team helps to ensure that children develop a sense of security and belonging. Their move into the care of the club is well supported and new starters settle quickly. This is because staff take account of the information provided by parents about children's individual care needs. Older children are sensitive towards younger children, helping them to settle, have fun and build relationships. Children behave well as they play in harmony with their friends, taking turns and sharing resources. Children feel valued by staff who engage positively with them and provide praise and encouragement. This helps to promote children's self-esteem and confidence.

Staff take a consistent approach to behaviour management, sensitively reminding children about the rules and boundaries. This helps them to learn about what is acceptable behaviour, supporting their understanding of how to appropriately manage their own behaviour. Staff deployment ensures that children are suitably supervised at all times to keep them safe. Children are encouraged to understand about risk through their use of resources, for example, when they use large outdoor play equipment. Children take part in evacuation drills, which supports them to develop an understanding of what to do in the event of an emergency.

Staff ensure that children are supported to develop a sound understanding about the importance of a healthy lifestyle. Children have lots of fun taking part in vigorous play opportunities in the fresh air each day. This supports them to learn about ways to maintain a healthy lifestyle. Children increase their understanding about the importance of hygiene through some of the clubs established routines. For example, know why they need to wash their hands before eating food. However, the organisation of meal times does not promote children's understanding of adopting good hygiene practices. For example, children eat their lunch while sitting on the floor, at times placing their hands and food directly on the ground. As a consequence, they are not fully protected from the risk of cross contamination.

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

Staff have a sound knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They have attended relevant training and know how to report any concerns they may have about any child in their care. Recruitment procedures are robust ensuring that relevant checks are undertaken on all adults working with children to establish their suitability. Children are protected in the event of an accident because a most staff have a current paediatric first aid certificate. Children play in a safe environment where staff complete daily safety checks and regularly review risk assessments, which promotes their welfare. Facilities for the hygienic preparation of food for children are clean and suitable. However, not all staff preparing food have undertaken appropriate training, which means that the safe preparation of snacks is not assured. This is a breach of the Early Years Foundation Stage welfare requirements.

The staff team provide a friendly and warm environment in which children are able to learn through play and exploration. They ensure that children attending have the chance to relax and have fun after a full day at school and during the holidays. Children's progress is monitored to make sure that they are achieving and where necessary appropriate intervention is sought. The manager monitors staff performance through her observations as she works alongside them. Staff are provided with regular supervision and annual appraisals. This ensures that their professional development is supported through the identification of relevant courses. This has resulted in some previously unqualified staff gaining an appropriate child care qualification. There are suitable induction procedures in place to support new staff. This makes sure that they are supported to understand their

roles and responsibilities. The manager uses regular staff meetings to discuss and share ideas to promote effective practice.

Sound partnerships with parents have been established. For example, they are kept up to date about their child's achievements through regular verbal feedback. Staff also ensure that parents are able to easily access relevant information. This is achieved by the use of a display board and a copy of policies and procedures in the lobby of the club. Parent feedback reveals that they feel their children are safe and well cared for while at the club. Parents also comment that 'each child is treated as an individual' and 'there is always lots to do'. They feel that their children enjoy coming because they have lots of fun. Partnership working with the host school is good, however, links with the other feeder school are not yet fully embedded. This does not fully promote care and learning for all children with regard to continuity of information sharing.

Ongoing self-evaluation adequately identifies strengths and areas for improvement. This is because it takes account of the views of children, staff and parents. There have been some improvements since the last inspection, for example, the development of observation, assessment and planning ensures that children's needs are soundly met. However, the system of self-evaluation does not always ensure that children benefit from consistent, improved practice in all areas. For example, a recommendation raised at the last inspection has not been fully met.

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	EY402797
Local authority	Hertfordshire
Inspection number	936176
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	280
Name of provider	Springers Breakfast, After School and Holiday Club Committee
Date of previous inspection	20/06/2011
Telephone number	07859 915985

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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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