

Time Out Club (Bricket Wood) Ltd

Mount Pleasant Lane School, Mount Pleasant Lane, Bricket Wood, ST. ALBANS, Hertfordshire, AL2 3XA

Inspection date	18/09/2013
Previous inspection date	11/09/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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's interest is fully sustained because staff join in and challenge them as they play games and engage in role play. This also contributes to the good progress children make.
- Children in the Early Years Foundation Stage feel secure and settle with ease because they are allocated a 'buddy' who supports and guides them.
- Children settle very well because they form a secure attachment with staff. The close relationship developed between the teaching and club staff enables children to feel safe due to the consistency of care they receive.

It is not yet outstanding because

- There is scope to further enhance children's independence, learning and development during everyday routines, such as at snack time.

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 the hall and the playground.
- The inspector spoke to some of the children.
- The inspector held discussions with the manager and spoke to some staff.
- The inspector looked at a broad range of the club's documents.

Inspector

Suman Willis

Full Report

Information about the setting

Time Out Club (Bricket Wood) Limited was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and one of three in the area. The club operates from two rooms in Mount Pleasant Lane Junior Mixed and Infant School in Bricket Wood near St. Albans, Hertfordshire. Children have access to the school playground for outdoor activities. The out-of-school facility is for children attending this school.

The club employs 12 members of childcare staff, of whom 10 hold appropriate early years qualifications at level 2 and above. The out-of-school club opens Monday to Friday term time only. The breakfast club operates from 7.50am to 8.50am and after school from 3.05pm to 6pm.

There are currently 58 children attending who are aged between four and 11 years, of whom seven are in the Early years Foundation Stage. The club supports children who speak English as an additional language, and children with special educational needs and/or disabilities. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's independence, and their learning and development, for example, by involving them more in the preparation of snacks, such as cutting fruit and vegetables and laying tables.

Inspection judgements

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

Staff are very knowledgeable of the Early Years Foundation Stage and give full regard to it when planning activities to ensure that they are linked to school topics. This enables them to work closely with the school to extend children's learning and development while sustaining their interest. Resources are effectively rotated and laid out to enable children to become active learners. Therefore, children are making good progress in all areas of their learning and development and are prepared well for their next stage of education.

Parents are encouraged to be fully involved in their child's learning and receive information about the Early Years Foundation Stage from the school, which is extended by staff at the club. This means that children are effectively supported at home. The strong

links formed between all those involved in children's care prepare staff to provide support for children with English as an additional language, and children with special educational needs and/or disabilities.

Children's interest is fully sustained as staff join in their play offering praise and encouragement. They provide effective challenges by asking open-ended questions as children engage in role play. For example, children are engrossed and work very well together to create a farm and zoo. They are excited as they describe the different animals' behaviour to a member of staff. Staff are enthusiastic as they listen to their stories and engage them effectively in talking about where the animals have to be taken if they are unwell. Therefore, children are using role play well to develop an understanding of the wider world. They enjoy playing their favourite games as staff join in and encourage their counting and addition skills. Although children are involved in preparing their own sandwiches, opportunities to extend their mathematical skills by cutting and sharing fruit and vegetables are not fully utilised. They have access to the 'ICT' suite and are engrossed as they play electronic games. A member of staff is at hand to offer support and guidance should the need arise. Children use a good variety of tools to develop their artistic and writing skills.

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

Children are cared for in a warm and welcoming environment. Their artwork is attractively displayed on the parents' notice board. Children arrive happy and settle with ease into their chosen activity because staff are very welcoming and warmly greet them. They make independent choices as they select their play materials from the broad range readily available. However, there is scope to enhance children's independence by giving them opportunities to cut their own fruit and vegetables during snack time. An established key person system helps children form secure attachments and promotes their well-being and independence. The close relationship with parents and the valuable information provided by them enables staff to be suitably prepared to meet the needs of all children. Staff are good role models and provide a positive and calm environment where children feel valued and respected. A 'buddy' system is effectively incorporated into the club ethos so that children in the Early Years Foundation Stage settle well and feel secure. Children behave very well and work effectively in groups as they exchange ideas to support their play. They enjoy playing games and wait patiently for their turn. Children enthuse in each other's achievements and offer praise with ease. They are polite and readily thank staff and each other as they are assisted.

Children are safeguarded well because staff have a good understanding of how to protect them. Children are fully informed of how and who to talk to about any worries and concerns they have in school, and this is reinforced in the club. For example, children are given a wealth of information about Childline and wear their badges with pride. Their understanding of safety is very well promoted because boundaries are clearly explained to them. For example, staff explain to them that they must remain in sight of them at all times. Children demonstrate their understanding of safety rules as they say how to use the slide without hurting themselves or others. They stay healthy as they help themselves to a broad range of sandwich fillers, fruit and vegetables for snacks. Children have regular

fresh air and exercise as they have access to the school playground and the large apparatus, such as a climbing frame and balancing beams. They enjoy developing ball control skills as they play 'catch' and other ball games.

Children are very well prepared for their next stage of learning and development because they mix with different peer groups and are fully supported by staff at the school and club.

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

There is good overview of the curriculum to ensure that children in the Early Years Foundation Stage are provided with a well-balanced range of activities which link closely to the school themes. This means that staff extend what the children are learning at school and build on the good progress they are making in all areas of learning. Self-evaluation is effective because it takes into account the views of all those involved in the children's care. Priorities for improvement, such as staff development, are clearly identified. Children's views are incorporated in the evaluation to ensure that they have a voice and feel valued and respected. Actions and recommendations from previous inspections have been quickly addressed to ensure that children continue to stay safe and their learning and development is effectively monitored.

Performance management is effectively monitored and staff have a clear understanding of their roles and responsibilities, resulting in children receiving good quality care. Professional development is encouraged and highlighted through regular supervision and appraisals. Through monitoring, a clear system is in place to ensure that under-performance is tackled. All staff are suitably vetted, resulting in children being effectively safeguarded. All staff have a secure understanding of the procedures to follow should they have concerns about a child. This effectively safeguards children. Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage to ensure that they consistently meet the welfare requirements.

Partnerships with parents, school and other agencies make a strong contribution to meeting children's needs and ensure that additional support is secured should the need arise.

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	EY369945
Local authority	Hertfordshire
Inspection number	873738
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	58
Name of provider	Time Out Club (Bricket Wood) Limited
Date of previous inspection	11/09/2008
Telephone number	07708 454211

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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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