

# Spring Meadows

The John Warner School, Stanstead Road, HODDESDON, Hertfordshire, EN11 0QF

<b>Inspection date</b>	27/09/2013
Previous inspection date	18/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Children are not safeguarded because the recruitment and vetting procedure is not robust. The provider does not ensure that risk assessments are effective, staff preparing snack are suitably qualified or that adequate hygiene arrangements are in place, with regard to children's toilets. This puts children at risk of harm.
- The provider does not effectively monitor and supervise staff to assess their knowledge and understanding. This does not support their professional development. In addition, self-evaluation does not identify or address the club's continuous improvement.
- Children's hours of attendance are not always recorded by staff. This does not ensure their safety and well-being. In addition, the club's policies and procedures are not made available to parents to ensure they are fully informed about the club.
- Children's progress and achievements are not promoted. This is because the registered provider and her staff show a poor understanding of how to effectively support children's play and development. They do not ensure that information is shared with parents or other providers in order to complement children's learning.
- The key person system does not effectively support children's individual needs and the range of resources do not support children's play and learning.

### It has the following strengths

- Children have plenty of chances to spend time in the fresh air, which helps to maintain their well-being.

## 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 activities in a room used by the club and the outside area.
- The inspector looked at a selection of policies, procedures and a few photographs of children joining in with different activities.
- The inspector spoke with the deputy manager, staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Ann Cozzi

## **Full Report**

### **Information about the setting**

Spring Meadows After School Club was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings, which are privately owned. It operates from a classroom in John Warner School in Hoddesdon, Hertfordshire. The club serves the local area and wider area and is accessible to all children. There is an enclosed area available for outdoor play.

The club opens Monday to Friday term time only. Sessions are from 3.15am until 6pm. Children attend for a variety of sessions. There are currently three children attending who are in the early years age group.

The club employs five members of childcare staff all of whom hold appropriate early years qualifications, one at level 6 and the other four at level 3.

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

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

- record information about identity checks and vetting processes that have been completed. This must include the Disclosure and Barring Service check reference number, date of issue and details of who obtained it
- discuss with parents and/or carers and other providers the support they intend to offer in order to complement learning in settings in which children spend more time
- ensure that risk assessments are reviewed regularly, that they identify aspects of the environment which need to be checked on a regular basis and how the risk will be removed or minimised. Ensure these are implemented effectively in practice
- keep premises and equipment clean, and be aware of, and 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
- maintain a daily record of the names of the children being cared for on the premises and their hours of attendance
- make sure that the club's policies and procedures are shared with parents and carers
- improve the daily experience of children in the early years setting by updating staffs' training, skills and knowledge of Early Years Foundation stage
- ensure that effective performance management systems are in place to improve the monitoring and supervision of staff who have contact with children and families; providing opportunities for them to receive support, coaching and training to improve practice and shape their professional development
- foster a culture of continuous improvement by implementing effective self-evaluation to set realistic targets and drive future improvement
- provide a range of resources which support children's play and learning particularly in the prime areas

- ensure the key person system is effective and every child's care is tailored to meet their individual needs.

## Inspection judgements

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

Staff demonstrate insufficient knowledge and understanding about the children in their care. This is because they do not effectively work with parents, carers and staff from the particular school they attend each day. For example, staff do not use information about what children like and do not like; what they can and can't do, in order to plan appropriate experiences. As a result, they are not supported to achieve well and make adequate progress in their chosen play. This also has an impact on children's continuity of learning as they move between home, school and the after school club.

Staff fail to interact meaningfully, which means that children are often left looking for something to do. For example, when staff see them wandering around without purpose, they invite them to watch older children doing their homework. This lack of support has a significant impact on children's ability to take part in stimulating activities, which interest them and extend their learning. The provision of age-appropriate toys and resources is inadequate, which has a further impact on children's ability to learn and develop independently. For example, staff invite young children to skip with a rope with more able children, which have a negative effect on their confidence because the game is beyond their current capabilities.

Children's engagement in physical play is motivated by their observation of older children. For example, they notice them using hoops. However, staff do not recognise the need for appropriate support, to enable children to learn this new game. As a result, they lose interest and simply watch the older children having fun.

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

The key person system in place is ineffective. Parents are invited to complete an information leaflet about their child's likes, dislikes and some of their abilities. However, this information is not used to support children's move between home, school and the club. As a result, their emotional well-being and security is not sufficiently supported. This has an impact on children's self-esteem and confidence and does not help them to feel safe. Partnerships with parents are adequate with regard to information sharing about children's care and personal needs.

The deployment of staff is inadequate, which results in their failure to recognise the needs of children. Some staff demonstrate poor interaction with children. As a result, they are not provided with support to consistently access and engage in activities. This leads children to take part in some negative behaviour, creating an environment which is at times disorganised. This lack of engagement also has an impact on children's ability to develop firm attachments to their key person.

Children are provided with a sound range of foods at snack time, which promotes a balanced diet. They enjoy serving themselves, which helps to promote their independence skills. Children are provided with access to fresh drinking water to make sure that they remain hydrated. However, none of the staff have received training in food hygiene. This does not ensure that children's health is fully promoted or protected and is a breach of the welfare requirements. Children are enabled to consistently manage their own personal needs and hygiene. However, a lack of regular checks means that the toilets are not suitable for children to use at all times. For example, on the day of inspection urine was present on the toilet seat and floor of the boys' toilets and soiled tissue was found in the girls' toilets. Children spend plenty of time in the fresh air. While there is access to some outdoor play equipment, there are limited physical play opportunities planned by staff.

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

Leadership and management is inadequate. The registered provider demonstrates a poor understanding of the Early Years Foundation Stage requirements. She has failed to ensure that recruitment procedures include appropriate vetting of all staff. For example, some staff have not undergone appropriate suitability checks. In addition, staff preparing food do not have the appropriate training in food hygiene. These are breaches of the welfare requirements and also of the requirements for the Childcare Register.

Risk assessments are ineffective. This is because they do not appropriately minimise risks to children. For example, they are able to easily reach cleaning products stored by the sink in the kitchen area of the playroom. As a result, children are not appropriately safeguarded. This is a breach of the welfare requirements and also of the requirements for the Childcare Register. Policies and procedures are not made available to parents. This does not ensure that they are made aware of the club's operational procedures. Staff fail to ensure the children's hours of attendance are always recorded, which does not protect the safety and well-being of children. These are breaches of the welfare requirements and also of the requirements for the Childcare Register.

The registered provider is the designated person for safeguarding children. Staff have undertaken relevant training and demonstrate an adequate understanding of the clubs procedure with regard to child protection. Staff have relevant paediatric first aid training. Therefore, they are able to provide emergency first aid should a child in their care have an accident.

The registered provider does not monitor staff practice and as a consequence, has failed to identify and address inconsistent practice and training needs. For example, staff are not provided with supervision meetings or an annual appraisal. This does not adequately support their continued professional development. The poor organisation of planning along with a lack of resources, limits children's opportunity to achieve or make progress in their preferred area of play. Partnership with parents and other providers is inadequate because information sharing with regard to children's learning is not undertaken. This means staff are not able to plan activities that complement the learning that takes place in

settings where children also attend.

The provider does not undertake ongoing self-evaluation. Staff, parents and children are not asked for their views of the service provision. As a consequence, the provider has not identified weaknesses and there are no plans in place for future improvements. The provider has failed to address both of the recommendations made at her last inspection. This has resulted in further breaches of welfare requirements with regard to children's safety as detailed above. While the club has some links with the local authority development officer, no feedback was available on the day of inspection.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- make sure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- provide copies of the written statements of safeguarding procedures and complaints procedures to parents (compulsory part of the Childcare Register)
- ensure that any person caring for, or in regular contact with children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register).
- make sure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- provide copies of the written statements of safeguarding procedures and complaints procedures to parents (voluntary part of the Childcare Register)
- ensure that any person caring for, or in regular contact with children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register).

## 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

<b>Unique reference number</b>	EY412749
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	879764
<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>	30
<b>Name of provider</b>	Louise Anne Prior
<b>Date of previous inspection</b>	18/02/2011
<b>Telephone number</b>	07738570321

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

