

Topkidz @ Dundale "The Kabin"

Dundale Infants School, Bettys Lane, TRING, Hertfordshire, HP23 5DJ

Inspection date	25/11/2013
Previous inspection date	07/06/2011

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

- Children enjoy their time at the after school club and holiday playscheme. Staff effectively plan and organise worthwhile activities, which reflect children's interests and build on what they learn at school.
- Staff are vigilant and understand how to keep the children safe. They have assessed the risk of accidents and taken appropriate steps to avoid them.
- Children benefit from a range of outdoor experiences that offer challenges appropriate for their age. This means that they are being supported in making progress in their physical development through their play.
- The strong links with the host school and positive relationships with parents fully supports children as they move between school, home and the club.

It is not yet outstanding because

- There is scope to expand the settling-in procedure during club sessions to ensure all children demonstrate a good sense of belonging within the setting in a timely manner.
- There is room to enhance the identification of staff training needs to strengthen further the quality of the provision.

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 the playroom and walked to the school to pick up the children from outside the classroom.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the registered provider and manager of the provision.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Sheila Harrison

Full report

Information about the setting

Topkidz @ Dundale registered on the Early Years Register in September 2008. It is a privately owned club run by Topkidz Out-of-School Hours and Daycare Group Ltd who have three other out of school provisions which operate in Hertfordshire. The club is based at Dundale Infants School which is situated in Tring, Hertfordshire. It runs from a self-contained, single-story building based within Dundale school grounds. The premises consist of a large play area, a small quiet room and toilet and kitchen facilities. There is a secure outside play area which includes use of the school playground and outdoor play equipment.

Topkidz @ Dundale operates a term time after school club from 3.15pm to 6pm, Monday to Thursday. It also operates a holiday club during some of the school holidays from 8.30am to 5.30pm. Children from Dundale school attend the provision along with children from other schools in the locality. Children from these other schools are escorted in taxis.

Topkidz @ Dundale is also registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 28 children on roll including five children within the early years age range. Children attend the club aged from four years to 11 years. Six members of staff generally work at the club. Three members of staff hold a childcare qualification at level 3.

What the setting needs to do to improve further

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

- enhance the settling-in process to help those children who are shy or attend infrequently, to quickly develop close and friendly relationships with the staff and older children
- expand opportunities for all staff to be fully involved in the identification of more robust plans for their professional development to further enhance the overall quality of the provision for children.

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 club. They ensure that there are toys available that interest the children so they quickly become involved in their play. Children

enjoy playing imaginative games and extending their creative ideas as they play with dolls. They create their own stories using the toys as props. This helps support their growing communication skills. Staff skilfully help children succeed in the spelling and counting computer game. They sound out the letters phonetically and give tips on where to find the letter on the keyboard. Staff encourage children to count using their finger when adding and taking away. Consequently, they consolidate what they have learnt at school and are eager to improve. Staff plan activities that excite children's imagination while playing outside. During the holiday play scheme, children enjoy making potions and experimenting with various substances, such as vinegar, flour and bicarbonate of soda. Children enjoyed these activities so much that they continued their experiments in the after school club following the holiday period.

Staff have a secure understanding of the Statutory framework for the Early Years Foundation Stage and how activities can support children's learning and development. Staff complete valuable observations of the children as they play and learn and, from this, the plans for future activities are developed. Staff vary the planned activities to meet the needs of the different stages of the children and encourage them to try new forms of art and craft. For example, young children learn how to draw a star and sprinkle the sand on their picture by following the lead of the older children. This supports children to persevere and achieve new skills.

Parents are welcomed into the setting and are asked to complete a form with their children to identify their children's interests and learning needs. From this, staff plan to improve the provision of a suitable range of activities tailored to meet the individual needs of the children. Staff continue to effectively communicate with the parents to ensure they are fully informed of children's play and learning at the club. Staff take account of the themes being promoted at school, such as celebrations, and they introduce various craft activities linked to the information provided. This promotes continuity in children's care and learning.

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

Children and parents are made to feel at ease in the club and are developing a strong bond with the staff. Parents comment that they frequently discuss the needs of their children with staff, who then work with the managers to ensure these are met. Staff act as the key person for each of the children attending the club that are within the early years age range and are vigilant in observing and supporting new children to enjoy their time in the setting. They help them adapt to travelling to the club in a taxi, chatting to them and ensuring they feel comfortable. However, there is scope to improve the introductions for some children that attend less frequently or for those that find making friends more difficult, to help them to be more confident and quickly develop a strong sense of belonging. The premises have recently been redecorated and children play in a pleasant and comfortable environment where they can freely choose the toys and equipment they want to use. This helps children to make choices, lead their own play and develop good attitudes to learning.

Children take an effective part in the running of the club. They devise the club rules and all sign these to show they all agree and will abide with them. Staff help young children to negotiate with each other and to take account of others views. Children attend from several schools and mix together well. This helps them develop strong relationships with each other and valuable social skills. Staff make very good use of the school premises and children enjoy nature walks in the school's 'Forest School' classroom. They develop their observational skills and learn to care for the environment. Staff encourage children to be active and energetic as they use the challenging outside climbing equipment. Children are reminded of the rules, and so are learning to be safe without being fearful and to be considerate of others. During the winter months, when daylight hours are less, children make use of the outside playground adjacent to the club for physical games, while during the spring and summer, children use this space to play imaginatively with crates and planks and to learn about health eating by caring for plants, such as beans and tomatoes. Staff take care to ensure children with allergies are protected. Children's food preferences are respected and alternatives found if they do not like the choice of foods on offer. During the holiday play scheme children have valuable opportunities to discuss healthy foods as they make fruit kebabs. They make their own pizzas discussing the value of their choice of topping. As a result, children are developing a good understanding of how being active and eating fresh food contributes to a healthy lifestyle. Children are learning to become independent as they are encouraged to store their coats and shoes as they come in and help make their sandwiches for tea.

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

Staff safeguard children effectively because the team has a thorough understanding of their responsibilities in meeting the safeguarding and welfare requirements. All staff are fully aware of relevant reporting and recording methods. There is an effective induction, recruitment and vetting system in place that is successful in assessing staff's suitability. Children's safety is given high priority, risk assessments are undertaken and are routinely reviewed. This includes, children's travel to the club. Staff ensure children always use the pavement side to get in and out of the taxi to keep them safe from the traffic. Staff adopt the comprehensive risk assessment made by the host school for the use of the climbing equipment and this helps strengthen their partnership working. Records accurately reflect accident and incidents and these are shared with parents and carers to support children's welfare.

The manager evaluates the provision to identify what improvements can be made and shows her determination to improve the opportunities provided for the children. All the policies and procedures have been reviewed by the manager to ensure that they are relevant for the club and meet the requirements of the Statutory framework for the Early Years Foundation Stage. The club has effective systems for monitoring the children's learning and development. Staff convey an enthusiasm and enjoyment for their work. They deploy themselves effectively moving around to be with the children, so they can

help, interact and enhance children's learning experiences. Staff place a strong emphasis on continuous improvement. Staff attend training to update their skills and knowledge in first aid and safeguarding in order to fulfil their responsibilities to keep children safe and to act appropriately in the case of an accident. Staff use the training undertaken as part of their role in the host school, to enhance their work within the club and this demonstrates that they have a secure understanding of how to work with other professionals if the need arises. Staff speak daily as a team to review the opportunities available to the children in the club. However, they are not always fully involved in suggesting or identifying their own further training needs, so that professional development plans are more sharply focussed on the impact of individual staff's practice and how this is effectively supports all aspects of children's achievements.

The club has a strong relationship with the host school. Good communication systems ensures that plans are shared and staff build on children's learning to make the most of their time in the club. Staff talk to the parents and carers on a daily basis and any queries are quickly dealt with. Parents comment how happy they and their children are. They state that they are happy with the home, school and club links and communication systems work well. The management ensure that the replies to the parental questionnaire are suitably evaluated and plans put in place to strengthen areas for improvement.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY371821
Local authority	Hertfordshire
Inspection number	878640
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	28
Name of provider	Topkidz Out-of-School Hours and Daycare Group Ltd
Date of previous inspection	07/06/2011
Telephone number	0845 4309331

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

