

Munchkids After School Club

Gade Valley Jmi School, Gadebridge Road, HEMEL HEMPSTEAD, Hertfordshire, HP1 3DT

Inspection date

Previous inspection date

12/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 provided with a varied range of interesting and age-appropriate activities and experiences to complement their learning in school. As a result, they make good progress in their learning and development.
- Safeguarding policies and procedures are implemented effectively and ensure children's safety and welfare is protected and promoted at all times.
- A strong management team means that effective monitoring takes place and parents and children's views are actively sought and acted upon. This contributes to ensuring the quality of children's care and education in the club is good and consistently improving.
- There are effective partnerships with parents and carers. They receive frequent communication about their children's care and development.

It is not yet outstanding because

- There is scope to enhance the use of the outdoor area so that children can make free choices about playing indoors or outside all year round to further develop their very good levels of independence and active learning.
- There is room to further develop well-established systems to exchange information with the school reception class, in order to support more precise and sharply focused assessment of children's individual learning needs.

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 spoke to the children, the manager and staff at appropriate times. She joined in with their play and observed staff's interactions with the children.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a selection of policies and procedures and children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the club's self-evaluation form and development plan.
- The inspector took account of the views of children and parents spoken to on the day and from information included in questionnaires.

Inspector

Maura Pigram

Full report

Information about the setting

Munchkids After School Club has been in operation for several years but re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, due to a change of premises. The club operates from the dining room of Gade Valley JMI school and is run by a voluntary committee.

The club serves the local area and is accessible to all children. Children attend from Gade Valley JMI school and collections are also made from nearby schools, such as, St Roses school, Boxmoor JMI, St Cuthbert Mayne school and South Hill JMI. Children have supervised access to the schools outdoor play areas and the hall. The club opens five days a week, during school term time. Sessions are from 3pm until 6pm.

There are currently 58 children on roll. Of these, six are within the Early Years Foundation Stage. There are currently six staff who work with the children, three have early years qualifications at level 3. The club supports children who have special educational needs and/or disabilities. The club 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:

- continue to develop children's use of the outdoor area, such as, providing torches in darker weather so that children can make free choices about playing indoors or outside all year round to further enhance their very good levels of independence and active learning

- enhance children's learning by creating more established systems to exchange information with the school reception class, in order to support more precise and sharply focused assessment of children's individual learning needs.

Inspection judgements

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

Staff in this after school club are experienced practitioners. Those caring for younger children have a good knowledge of the of the learning and development requirements of the Early Years Foundation Stage. They know how to complement children's learning at school and incorporate children's interests and the next steps in their learning through fun activities. As a result, children are busy and engaged and motivated to take part. Staff have a strong understanding of how children learn. They use skilful teaching strategies to

engage children's enthusiasm for learning. For example, they introduce challenging and interesting resources to create festive decorations and cards. As a result, children concentrate for long periods of time as they create models of their choice and cards for their families. On completion, these are proudly displayed before children take them home. This promotes children's creativity, their hand writing skills and their personal, social and emotional development. Further one-to-one support is provided, when needed, to ensure all children feel included and they can take part if they choose. Communication and language skills are effectively promoted because staff spend time playing and listening to the children. They give children time to talk and their efforts and ideas are respected. Books are easily available and children sit on the cushions, sharing books with their friends. The 'quiet room' offers space for completing homework or listening to children read their school books or chosen stories. This supports children's interest in books and their reading skills.

Staff give good focus to enable children to have ownership of their club. For example, they have recently introduced a pictorial choosing board, which includes all the areas of learning. As a result, children are more eager to try new games and resources. They say 'I think I will play with this today, I haven't tried that before' and 'I like the pick and play because you can play with anything'. This pictorial board effectively supports independent learning, which supports their learning in school. Physical skills are supported through team games in the hall, den building and outdoor play in the extensive grounds of the school. However, the outdoor area is not fully maximised during the darker months. For example, torches have not yet been introduced to the children so that they can have supervised fun outdoors all year round. Children develop mathematical and problem solving skills when they join in with cooking activities, such as making bread. In addition, quizzes, card games and board games provide fun opportunities to support their learning further.

Staff undertake regular observations of children's achievements, which they use to inform their planning and monitor children's progress. This information is captured in individual folders, which contain information of children's progress and individual work they have created. Parents are encouraged to contribute to their children's learning through discussions and the sharing of children's achievements obtained outside of the club. Staff have positive relationships with teaching staff at the school and this supports information sharing. However, information sharing with some reception classes is not fully embedded, in order to support an even more precise and sharply focused assessment of children's individual learning needs.

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

Children feel happy and secure because the club establishes positive and trusting relationships with parents and children from the start. A key person system is well embedded and parents are complimentary about the staff and the care and attention that they give to their children. For example, they state that 'the staff are great' and 'the club is well organised'. In addition, some parents express that their children's social skills, such as, behaviour and co-operatively playing with other children has improved since coming to

the club. Staff provide a welcoming environment for all children, parents and visitors. They effectively support children's sense of belonging by gathering children's views and by including them in decision making, such as, the organisation of tea-time and menu choices. New children to the club are warmly welcomed by staff. They are introduced to the children who help them feel comfortable in their new environment. They are allocated key persons who build warm relationships with them and work effectively in partnership with parents to ensure they receive the support they need when they first attend.

Staff effectively help children to behave well and to consider others during their play. Children show that they have developed negotiation skills. For example, they discuss together which toy they will play with next and happily come to a conclusion. They help each other carry the chosen item of a castle and happily settle to play imaginatively together. Some staff are experienced in supporting children who have challenging behaviour and use their skills effectively to ensure there is a harmonious environment for all. Children know the boundaries, which they help create. They understand the 'yellow, red and black card' system and respond positively to this. As a result, they develop a good awareness of how to keep themselves and their friends safe. Children eagerly take part in a reward system that includes gaining stickers. This further contributes to children's good behaviour in the club.

Food preparation and tea-time foster good hygiene procedures. Staff members preparing food for the children have attended food hygiene training to promote this effectively. Children know to wash their hands before eating and are able to choose from a variety of food offered. They particularly enjoy choosing various healthy fillings for wraps. Children can access water at any time. Staff know children's preferences and dietary needs and they continually work with children and parents to ensure healthy meals are provided. At tea-time, staff sit with children encouraging good social skills and they share their news about their day and chat about what they have been doing. Staff also organise a variety of activities aimed at developing children's enjoyment of daily physical exercise. For example, during fine weather children enjoy using the extensive school grounds and play areas where they can practise their physical skills and enjoy fresh air. In addition, children at times have the use of the school hall where team games are played.

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

The manager and her staff have a good understanding of the safeguarding and welfare and learning requirements of the Statutory framework for the Early Years Foundation Stage. Safeguarding procedures ensure that children are kept safe and protected from harm and neglect. Well-established and effective procedures are in place for safeguarding children's well-being, with all staff fully aware of what to do should they have concerns about children in their care. High priority is placed on protecting children's welfare and the manager follows stringent procedures, working with outside agencies when necessary. Visitors to the club are introduced to the children and the reason for their visit explained. All staff who work with children have appropriate checks to ensure they are suitable to do so. Recruitment and induction systems are robust and clear supervision procedures are

followed for all staff. All staff receive training in first aid, which ensures they administer first aid appropriately and inform parents of any accidents. They regularly update their safeguarding training. Children play in a safe environment as staff understand their responsibilities in providing secure and safe surroundings at club. In addition, they follow safe procedures when collecting children from their schools.

The manager is passionate about offering high quality care and learning for children. She is enthusiastic and a good role model when interacting with children and their parents. The manager and staff are well-qualified and use their experience and skills to support children's learning and development. The manager carries out strong mentoring and support methods to develop their knowledge and skills. They attend regular purposeful training that effectively impacts on the children's enjoyment and development. For example, training regarding den-building means that children's imagination is extended and supported. This is the setting's first inspection at these premises. The manager and her staff have worked hard to ensure the transition from their previous setting has run smoothly. Close communication with parents contributed to this. The manager of the club continually reflects on practice. She ensures views of staff, parents, carers and children are included in the self-evaluation process. Plans for development are well known. For example, as a result of children's views gathered, meal times are being re-organised so that they are even more involved in the process.

Partnerships with parents are very positive and they are complimentary of the strong management and the services provided. Parents are kept up-to-date with the club topics and news through newsletters and information displays within the club. In addition, attractive photograph books show activities that children have experienced throughout the year. The manager and her staff are very aware of the importance of developing a positive partnership with the school where the club operates from. For example, they attend meetings with teachers to discuss children's needs. However, information gained is not as robust as it could be with all school reception teachers where children attend. As a result, there is scope to further develop the sharing of children's achievements and known precise targets to support individual learning needs.

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	EY465937
Local authority	Hertfordshire
Inspection number	923720
Type of provision	Out of school 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	Munchkids After School Club Ltd
Date of previous inspection	not applicable
Telephone number	0796 0450318

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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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