

# Jousters at Crabtree Infants

Crabtree Lane Infant School, Crabtree Lane, Harpenden, AL5 5PU

## Inspection date

Previous inspection date

08/01/2014

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 enjoy their time at the after school club and engage in a wide range of learning experiences, which are planned effectively to reflect their interest and promote their good progress while they have fun.
- Parent partnerships are strong as staff create a warm and welcoming atmosphere where parents feel confident to share information about their child or discuss any concerns.
- Children develop independence and good self-help skills due to the effective organisation of resources and healthy mealtimes because staff encourage them to undertake tasks for themselves.
- The management team demonstrate a clear vision for improvement and use effective systems for self-evaluation to plan realistic targets to strengthen practice.

### It is not yet outstanding because

- There is further scope to develop robust links with children's class teachers to ensure that children's very good learning is fully complemented across the two settings.
- Staff do not always effectively organise registration time to promote a fully inclusive environment where all children's contributions are valued and shared.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and staff's interaction with them and invited the manager to conduct a joint observation.
- The inspector sampled a range of documentation, including policies, procedures, children's records and planning.
- The inspector talked with the manager, staff and children.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children.

## Inspector

Lorraine Pike

## Full report

### Information about the setting

Jousters at Crabtree Infants registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of nine out of school clubs run by a private company. Children from this school attend a variety of sessions. It operates from the dining hall within Crabtree Infant School. Children also have access to an outdoor play area and toilets. The after school club runs from 3pm to 6pm on Mondays and Wednesdays, during term time. A breakfast club is open each weekday during term time, from 7.30am to 8.50am. There are currently 49 children on roll; of these, 13 are in the early years age group. There are five members of staff, including the supervisor, four of which hold appropriate childcare qualifications at level 3 and above. One member of staff is unqualified. The inspection took place during operation of the after school club.

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

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

- enhance relationships with class teachers, in order to share information about what children are learning, to build even more on what they know and can do
- develop the skills of all staff to enable them to confidently organise registration time to create a positive experience for less confident children.

## Inspection judgements

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

Staff have a secure understanding of the Early Years Foundation Stage and how activities support children's learning and development. Staff speak with parents before children start to gather good quality information about children's individual needs. Staff realise children have a challenging day at school and aim to provide activities that enable them to have fun and relax, as well as support their learning effectively. Children thoroughly enjoy attending the out of school club where they happily engage with their friends in a spacious and welcoming environment. There is a good balance between adult-led and child-initiated activities. Children's progress towards the early learning goals is supported through the stimulating arrangement of activities in both the indoor and outdoor environment. Children make independent choices about what they want to do using a wealth of good quality resources. Writing materials are readily available and further enhance children's emerging writing skills. Children appreciate the freedom to practise some of the new writing skills they have learnt at school. They experiment with crayons, felt tip pens, rulers and chalks on dry wipe boards, paper plates and coloured paper. Children enhance their writing and marks they make by decorating it with stickers. Staff have a good understanding of how to support children in linking sounds to letters as they sound out simple words.

A range of fiction and non-fiction books are accessible in a comfy area where children relax and have some quiet time, this enhances their literacy. Children's literacy skills are further supported as children find their own name card to self-register. They take it in turns to hand their name card to a member of staff. Children's self confidence is promoted as staff encourage each child to tell the group about a Christmas present they recently received. Children are excited at the prospect of sharing this information. However, some older more confident children tend to talk above younger less confident children, who find speaking within a group a challenge. Therefore, on occasion staff miss valuable contributions and questions from some younger children. As a result, not all children benefit from this valuable opportunity to develop their confidence by sharing their news.

Children are happy and look forward to attending. They engage with staff, who know them well as they provide realistic challenges for them. For example, as children construct a box from card, they listen carefully to instructions. They use scissors safely to cut along a straight line in a piece of card. As they master this skill, staff encourage children's independent critical thinking as children begin to make links from previous experiences. They realise they do not need a line to be drawn for them to follow, as when staff fold the card this creates a mark for them to follow. Teaching is rooted in good knowledge as staff encourage older children to work independently after clearly demonstrating what is required. Subsequently, children of all ages are active learners and included in activities as they learn together.

Staff conduct regular observations and assessments of children, which means the next steps in each child's learning are effectively identified. However, there is not a fully effective system in place that enables staff to share this information with children's class teachers to best build on what children know and can do. The key person system ensures that the weekly planning of age-appropriate activities and the recording of developmental progress is consistent and accurate. Staff develop strong positive partnerships with parents. Daily discussions with parents support a shared approach to children's learning, as they discuss what children have done at the club and any concerns are addressed. This means good two-way communication with parents is established and they are effectively involved in children's learning.

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

Staff are good role models and foster a kind and respectful atmosphere in the club. Children's personal, social and emotional skills develop as they play happily together and form strong friendships across all age groups. Staff are warm and sensitive to children who they support. Children demonstrate that they feel secure in their care as they develop strong and positive relationships. This is supported by an effective key person system enabling children to settle quickly and gain confidence as they eagerly explore and investigate. The implementation of clear procedures and skilled staff ensure that children are well-prepared for the next steps in their learning. By inviting children to share their thoughts about the club, children feel valued and enjoy being part of this setting. Younger children benefit greatly from playing alongside older children, who happily include them in

their games. Children behave exceptionally well as staff have high expectations and clear boundaries in place. With the support of staff, children have created their own club rules, which all children agree to upon joining. Staff reinforce children's good behaviour and achievements by rewarding them with a star. Once children accumulate 10 stars they have the privilege of becoming either king or queen for the day, in addition to receiving a small toy. Staff frequently praise and encourage children, which makes them feel appreciated and confident.

Staff promote good health through effective hygiene procedures. Therefore, children have an enhanced understanding of healthy practices through routines, such as hand washing and are confident in managing their own needs independently. Children thoroughly enjoy teatime as they sit together in small groups and socialise while eating and drinking. Healthy lifestyles are promoted through a range of tasty fresh foods, such as, raw vegetables, cheese, cold meats, bread and fruits, which children are encouraged to serve themselves. They make their own sandwiches by confidently buttering their bread. They select the correct quantity of meats and cheese to put inside their sandwich by referring to a laminated mat that tells them this information. Staff sit with children at mealtimes and engage in their conversation, discussing, for example, the foods they have chosen and recent outings they enjoyed over the Christmas break. Children wash up their own plate and cup when they have finished their tea. Consequently, children learn to respect and care for their environment, in addition to independently managing their self-care needs.

For a majority of the session children have access to the outdoor play area to enable them to enjoy exercise and fresh air, which further promotes their understanding of a healthy lifestyle. Children learn about keeping themselves safe very effectively. For example, they wear high visibility jackets and use torches to allow them to see each other as it begins to get dark outside. They also practise the fire drill regularly and follow the good procedures in place when staff collect them from their classrooms.

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

The club has a low staff turnover and as a result, staff work well as a team. The manager, supervisor and staff are enthusiastic and committed to providing high quality childcare and education for all children attending the club. The supervisor has a good overview of the delivery of the educational programmes and encourages staff to work together to plan and evaluate practice. For example, staff reflect upon the effectiveness of activities and their practice at the end of each session as they engage in professional discussions with each other. This ensures that staff continue to build on what children demonstrate at the club that they already know and can do. The manager and supervisor fully understand their responsibilities under the safeguarding requirements and as a result, children's welfare is promoted well within the club. Staff recruitment procedures are robust and all staff have attended safeguarding training. Subsequently, staff have a good understanding of how to keep children safe from harm. Staff are clear about child protection procedures and whom to report any concerns to. The supervisor ensures that the ratios of adults to children are always meeting the requirements. Staff deploy themselves effectively throughout the

session, moving around to be with children, so they can help and interact well with children and therefore, enhance their learning experiences. This means children are safe and protected while attending the club. Likewise, staff thoroughly deal with minor injuries and incidents to support children's well-being.

A majority of staff hold appropriate childcare or play work qualifications. The supervisor monitors staff performance through regular supervision and appraisals to identify training needs. Staff regularly attend workshops and formal qualifications to update their skills. A programme of continued professional development is in place with clear aims for individual staff. As a result, children benefit from the implementation of up to date childcare practices.

Self-evaluation shows thorough monitoring of the effectiveness of the club and feedback from parents, staff and children helps to drive further improvement. There is a well-targeted and ongoing desire to maintain the highest standards. The supervisor regularly meets with supervisors of other Jousters settings to reflect upon practice. Staff develop strong partnerships with parents, who are full of praise for the club. Parents spoken to on the day of inspection comment that their children thoroughly enjoy attending the club and particularly appreciate the 'extra mile' that staff go to meet the individual needs of their children.

### **The Childcare Register**

The requirements for the compulsory 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

|                                    |                            |
|------------------------------------|----------------------------|
| <b>Unique reference number</b>     | EY467467                   |
| <b>Local authority</b>             | Hertfordshire              |
| <b>Inspection number</b>           | 929085                     |
| <b>Type of provision</b>           | Out of school provision    |
| <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>  | 49                         |
| <b>Name of provider</b>            | Jousters Childcare Limited |
| <b>Date of previous inspection</b> | not applicable             |
| <b>Telephone number</b>            | 01707 894650               |

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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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