

# Home from Home Out of School Club

BRIDGEWATER SCHOOL, Bridle Way, Berkhamsted, HP4 1ES

## Inspection date

Previous inspection date

22/01/2014

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 who attend the out of school club are very well supported, because the manager, the whole staff team and school have built extremely strong links and they work excellently well together. Consequently, these relationships make a very strong contribution to meeting the needs of the children.
- Children thoroughly enjoy their time at the club and benefit from a wide range of interesting and challenging activities that support their learning needs effectively. Children make good progress as staff use effective teaching methods by observing and acknowledging their interests.
- Staff make extremely good use of the excellent premises and outdoor facilities to effectively help children make good progress in their learning.
- The manager and all staff understand their roles and responsibilities to ensure that children are safeguarded and robust systems for risk assessment and staff vigilance means that children's welfare is maintained.

### It is not yet outstanding because

- Staff have not yet fully enabled home languages to be brought into children's play in order to fully recognise and value all languages spoken by the children and their families.

- The club does not use all the opportunities available to involve the parents in the key person process to improve the already positive well-being of the children.

### **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 conducted a joint observation with the manager and talked with the staff and children at various times.  
The inspector held meetings with the registered provider and manager of the provision. She toured the premises and talked with some school staff and head teacher.
- The inspector looked at a sample of children's 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

Home from Home Out of School Club at Bridgewater School registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the school nursery and an adjoining room. There is access to the school playground, field and nursery garden available for outdoor play. The club serves the local and surrounding areas. The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 including the manager who also has an Early Years Degree.

The club opens Monday to Friday term time only. Breakfast sessions are from 7.30am until 8.30am and the after school club operates from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 47 children on roll including 25 children in the early years age group.

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

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

- provide additional opportunities for children to recognise, value and use other languages during their play to extend their learning even further
- build upon the already good relationships with parents to involve them further in the key person procedures to extend services 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 and they are eager to be involved in the activities on offer. Staff have a very good knowledge of how children learn and develop. They closely observe the children at play. Staff support and promote children's continued learning and this helps them to consolidate what they know. As a result, staff provide very well for children's individual needs. Staff consistently use effective teaching methods to promote children's communication and language skills, such as using open-ended questions and encouraging children to express their thoughts and feelings. Staff are well deployed to guide children's learning they are available to read stories on demand. They sit in close proximity to the children on the comfortable sofa helping children's early reading. Staff introduce games, such as 'What's the time Mr Wolf' and children continue to count the steps and play together unaided. This helps them to be confident in social situations. Staff plan interesting activities to celebrate the various festivals of the children

and the wider community. However, there are fewer chances for children to hear stories and rhymes in the languages spoken at home, to fully recognise and value the home languages of the family.

The educational programme is well thought out and implemented very well across the seven areas of learning. Staff ensure all areas of learning are covered in the planning and this adapted to link with children's interests. Staff listen to the children to provide further interesting and challenging activities and resources. Children become quickly involved in exploring the magnets picking up the paper clips and trying to see if the magnets are attracted to other materials. Staff introduce further magnetic resources linked to children's interest in marbles. This helps children to show their curiosity and maintain their focus for a considerable time. Staff expand the children's learning at school as they teach children new songs based on the class theme of pirates. This effective teaching helps children to be eager to learn and be ready to take the next steps in their learning.

Staff's thoughtful care and attention helps children to make good progress overall. They have an accurate assessment of children's prior knowledge and skills. Staff ask parents, on the application form, for their children's interests and work extremely closely with the school. Staff and teachers have many very valuable opportunities to discuss the individual needs of the children and to make plans that help the children progress. The school themes are taken into account as staff introduce activities linked to the information provided. Staff ensure parents and teachers are fully informed of children's play and learning at the club. Parents receive comprehensive information on their child's day in the club. This greatly promotes continuity in children's care and learning. Parents are very happy and comment that staff are very perceptive and observant.

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

Children and parents are made to feel very welcome and are developing a strong bond with the staff. Staff encourage children to be sensitive to the feelings of their friends and others. Children are helped to develop skills to express their frustration in words and to negotiate. For example, older children are encouraged to allow the younger children to join in the football games and to help them develop new skills. Younger children learn to respect older children's games and this helps them form positive relationships with other children. Children alert staff to their friends feeling 'off colour' and this shows children are learning sensitivity to others' needs and feelings.

Staff support children's move between the club and school well. They have frequent visits to the children in school and join in with some classroom activities. Staff take the children into the classroom to collect their belongings before going home. This gives children a strong sense of belonging and confidence to talk about their school day. Parents are given information on their child's key person at the start of each arrangement and they receive comprehensive information on their child's day in the club. However, most of the contact is with the manager with fewer opportunities to speak to the key person directly and this means that occasionally parents are not fully informed of the club's strong role in supporting their child's well-being further.

Children have very good opportunities to learn about healthy living. Staff provide a wide range of fruit ready for the children to access as soon as they arrive from school. This fruit is left for children to access as they require throughout the session. Staff start to peel the fruit and support children in the continuation of the preparation of the fruit. This helps them to become fully independent in their self help skills. Children enjoy a wide range of nutritious breakfast and teas to help them learn about healthy eating. Staff frequently review the menu to ensure parents comments and children's preferences are taken into account. Staff encourage children to be active and energetic as they use the challenging outside climbing equipment. They swing from bar to bar, use the 'fireman's' pole and jump from the wooden bridge. This successfully helps them to develop their balance, strength and stamina. Children are learning to be safe without being fearful, to be considerate and not bump into others as they run around the playground. Children are beginning to successfully assess risks for themselves. They choose the place in the grassed slope to roll down. This makes a significant contribution to the progress they make, particularly in physical development and improve their awareness of good health.

### **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 have undertaken safeguarding training. They are fully aware of relevant reporting and recording methods. Robust recruitment and vetting procedures assess staff's suitability to work with children and, therefore, children's welfare is protected. The management monitors the ongoing suitability of staff effectively. Children's safety is a high priority. The site is secure and staff closely supervise children at all times. Ample staff mean ratios are maintained to protect and meet children's needs.

Staff are aware of the learning and development and assessment requirements in the Early Years Foundation Stage. They work closely with the parents and other settings the children attend in order to monitor the provision to help children make the best progress they can. Staff report their qualifications and the training they receive enables them to bring new and exciting activities to the children. Children enjoy the music and drama that staff introduce. This helps children develop their storytelling skills. Staff are provided with training opportunities to keep them up-to-date with first aid, food hygiene and the Statutory framework for the Early Years Foundation Stage. As a result, they are equipped to provide for children's learning and well-being.

The views of parents and children are important to staff who actively seek their input to help shape and develop the club. In response to the families' needs, the club have changed the menu and are looking into ways to further improve the passing of information from the school. Partnerships with school staff contribute significantly to children's learning. Staff demonstrate that they are able and prepared to work closely with other professionals and other providers as necessary.

### **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

<b>Unique reference number</b>	EY466790
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	929079
<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>	36
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Elizabeth Mary Curtis
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07775664410

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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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Piccadilly Gate  
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