

4-11 After School Care & Learning

Holtsmere End Junior School, Shenley Road, HEMEL HEMPSTEAD, HP2 7JZ

Inspection date	31/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 making good progress as they are active learners who become absorbed in activities that interest and challenge them.
- Children form secure attachments with friendly staff who provide a caring environment for them. Safe recruitment and secure procedures check that all those working with children are suitable to do so. This means their safety is effectively promoted.
- There is a strong management team in place. This contributes to the effective monitoring of the quality of children's care and education in the club, ensuring that it is good and consistently improving.

It is not yet outstanding because

- There is room to reduce noise levels and provide more reassuring and quieter spaces where children can relax, explore and extend their learning with friends and staff.
- There is scope to develop further the well-established systems to exchange information with children's teachers, 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 spent time observing practice and interaction between staff and children and discussed planning and assessment to ascertain children's levels of progress.
- The inspector spoke to the children and some of their parents. She engaged in the children's discussions and imaginative play.
- The inspector carried out a joint observation of activities offered with the manager. She spoke to staff and the manager at appropriate times and checked their records of suitability.
- The inspector observed play in the base room and the school hall. She observed a tea-time and discussed how dietary needs are met.

Inspector

Maura Pigram

Full report

Information about the setting

4-11 After School Care and Learning is privately owned and was registered in 2013. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The After School club has been in operation for a number of years and re-registered under new management.

The club serves the local area and is accessible to all children. It operates from a base room in Holtsmere End Junior and Infant School, in Hemel Hempstead, Hertfordshire. Children have supervised access the school's 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 33 children on roll. Of these, ten children are within the early years age group. There are currently eight staff who work with the children, including the owner, who is also the manager. Two staff have early years qualifications at level 3, and one staff member is working towards a Level 3 qualification. Two staff members have a level 2 qualification. 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:

- provide reassuring and quieter spaces for all children to further enhance their very good levels of active learning
- develop further the established systems to exchange information with the school, in order to support more precise and sharply focused assessment of every child's individual learning needs.

Inspection judgements

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

Children enjoy their time at this club and have lots of fun to complement their learning and development. This is because the manager has a secure knowledge of the of the learning and development requirements of the Early Years Foundation Stage. Children participate in a varied range of interesting activities, which encourage all areas of learning. For example, when they are outdoors children enjoy making dens or hunting for wildlife in the schools nature garden. This supports children's natural curiosity and promotes their personal, social and emotional development. Children are free to make choices in their play, both indoors and outdoors. They enjoy the broad variety of craft activities offered, imaginative play and games. Staff make sure that resources are available so that children

can be involved in active learning. For example, when children request to play a popular board game staff make sure it is available. Children demonstrate that they are helped to develop good levels of concentration as they take turns during the game. Staff use effective methods of good quality teaching so that children's communication develops. For example, they ask open-ended questions to help children extend their thoughts and ideas. However, occasionally noise levels in the club are high, this is particularly evident on very wet days and when the hall is in use. As a result, there are limited places for children to relax and enjoy quieter activities at these times. Staff include mathematical language in their discussions with the children in all the activities. In addition, children regularly take part in baking activities. This increases awareness of quantity, size, position and shape.

Children are easily able to help themselves to a wide range of writing and drawing materials. They enjoy creating their own pictures, cards and story books. All artwork is attractively displayed and photographs of children engaged in activities are carefully displayed. Staff encourage and praise children for their creations. This promotes children's self-esteem. Since registration the manager has introduced varied methods so that children can develop ownership of their club. For example, they write ideas for activities on 'planning boards' and meetings are regularly held with children so that their ideas can be implemented. This means that children effectively contribute to the planning of activities. Physical skills are well supported through team games in the hall. Some children enjoy ball games and others have fun mastering the skills of successfully using hoops and skipping ropes. The manager is very aware of how providing a varied range of experiences motivates and challenges children as they investigate and explore in order to experience success. As a result, children are busy and active learners during their time at this club.

Children's achievements are regularly observed and recorded. Staff work very well together to ensure that they know each child well and that observations are used to inform their planning. Children's progression is recorded in individual learning journals along with many photographs of their achievements. Parents are encouraged to contribute to their children's learning through discussions and the sharing of children's achievements outside of the club. The manager and her staff have good working relationships with children's teachers. This supports information some relevant sharing. However, these good partnerships are not in place with all teachers so each child can benefit from a more precise and sharply focused assessment of their individual learning needs.

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

Children benefit from the good adult interactions and warmth expressed by staff. As a result, they are settled and secure and are happy to play and explore. There is a secure key person system in place. They know the children well and all staff work very well together to generally ensure that children's individual needs are met. Staff are attentive to children, showing a genuine interest in what they say and do. A 'buddy' system helps new children feel welcome and supports smooth transitions. As a result, children settle well. They enjoy high levels of attention and develop strong emotional attachments with staff. Parents are complimentary about the manager and her staff. They state that their children 'love coming' and that their children's social skills 'have developed since coming to the club'. Staff provide a welcoming environment for children, parents and visitors. Children

move around confidently and resources are organised effectively to encourage children to make choices about their play. As a result, children are enthusiastic and engaged in play of their own choice. Since registration, the manager has reviewed the layout of the room so that there is more space for children to play. Therefore, children are able to safely spread out their chosen activities and toys on the floor and engage in cooperative play.

Children behave well because they are busy and engaged in activities that interest them. Their self-esteem is promoted by staff during play and all tasks no matter how small. Staff are good role models and work extremely well together. They provide consistent messages to children and praise them for their achievements. As a result, children are helped to develop good levels of self-esteem. The safety of the children is promoted particularly well. For example, professionals, such as fire officers visit the club to share good safety practise with the children. Professionals specialising in first aid are also booked to visit the club to share their expertise in keeping safe. This means that children learn about keeping safe in interesting and meaningful ways. The fire drill is undertaken on a regular basis to ensure the premises can be evacuated swiftly in an emergency.

Children demonstrate good levels of independence and understanding of healthy lifestyles. They enjoy preparing their own tea, which is well managed so that children can choose when to eat. They engage in discussion about the variety of fillings available to them for their sandwiches. Younger children are assisted by staff as and when necessary. They sit together to eat their tea, which always consists of healthy options. Staff sit with the children and news is shared about the day. Hot and cold food is provided and staff are aware of dietary needs. Fresh drinking water is available at all times. Children clear their own plates and happily wash and dry these when they have had enough to eat and drink. This provides children with opportunities to develop their sense of responsibility for caring for their environment. Children manage their own personal care. For example, they wash their hands prior to eating and do this instinctively as part of the routine. They hang up their coats when they return from school and independently use the toilet. They are fully aware of the need to wash their hands when finished and why this is necessary. Children enjoy daily opportunities for physical activities. They use the school play areas, the nature garden and the school hall. This enables them to develop physical coordination, use energy and to develop good levels of social interaction.

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

The manager has a good understanding of the safeguarding and welfare and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She is dedicated and 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. High regard is given to protecting children's welfare. Most staff have first aid training and they regularly attend safeguarding training to ensure that their knowledge is up-to-date. Staff are fully aware of the importance of safeguarding children and the procedure to follow in the event of a child protection concern. Children play in a safe environment as staff understand their responsibilities in providing secure and safe surroundings in the nursery and on outings. Robust recruitment procedures help ensure

that all those working with children are suitable to do so.

The manager carries out strong mentoring and implements effective support methods to develop the knowledge and skills of her staff. For example, each staff member has a 'monitoring log'. This is effectively used to review any issues raised and the impact of courses attended on the children's welfare, learning and development. Staff attend purposeful training that effectively impacts on the children's enjoyment and development. For example, training regarding communication with younger children has had a positive impact on supporting and extending children's learning. The manager continually reflects on practice. She fully involves staff, children and parents in the monitoring of the club. As a result, there is a clear vision for the future and effective development plans in place. For example, there is a plan to further develop the outdoor play provision.

Partnerships with parents are highly valued. Parents are very complimentary of the strong management and state that the staff are 'wonderful'. Newsletters, notice boards and daily discussion keep them well informed about the activities their children enjoy and the day-to-day operations of the club. All the required documentation is in place to support children's care including the required parental consents. Policies and procedures are shared with parents so they are clear of the club's practice. The manager and her staff are very aware of the importance of developing a positive partnership with the school where the club operates from. They speak to some of the children's teachers on collection and exchange general information about their day. There are currently no children with special educational needs and/or disabilities attending. However, the manager has a secure knowledge of the importance of working closely with other professionals who can offer specialist guidance as and when the need arises.

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	EY466761
Local authority	Hertfordshire
Inspection number	932824
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	33
Name of provider	4-11 After School Care And Learning
Date of previous inspection	not applicable
Telephone number	01442217426

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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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