

Take5

Leverstock Green JMI School, Green Lane, HEMEL HEMPSTEAD, Hertfordshire, HP2 4SA

Inspection date

12/02/2014

Previous inspection date

24/03/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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|----------------------------------------------------------------------------------------|---|
| 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's welfare is effectively protected as staff demonstrate a good knowledge and understanding of safeguarding policies and procedures.
- Children have formed firm friendships with others and older children enjoy including the younger children in their play. This encourages children to develop a positive sense of belonging.
- Children are confident and thoroughly enjoy their time spent after school. Staff effectively plan and organise worthwhile activities, which reflect children's interests and build on what they learn at school.
- The strong links with the host school and positive relationships with parents fully support children as they move between school, home and the club.

It is not yet outstanding because

- There is room to enhance children's sensory and imaginative play by children using further materials to explore and opportunities to act out and retell familiar stories.
- There is scope to improve access to the extensive range of equipment for the younger children that are new to the setting, to help them make further choices in their play.

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 discussions with the registered provider and was introduced to the headteacher and deputy headteacher of the host school.
- The inspector looked at a sample of children's records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff 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 settings parental survey.

Inspector

Sheila Harrison

Full report

Information about the setting

Take5 was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is operated by a private provider in Leverstock Green Church of England Primary School, Hemel Hempstead, solely for the children of the school. The club has access to a dining room, kitchen and the school hall. There are secure outdoor play areas. The club employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one member of staff has a qualification at level 2. The breakfast club is open from 8am to 8.45am and the after school club is open 3.15pm to 6pm term time only. There are currently seven children attending who are 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:

- enhance teaching and learning experiences with regards to imaginative play by giving more emphasis to retelling and acting out stories and extending the children's use of different materials to further support their sensory experiences
- enhance children's choice of toys by extending opportunities for them to know what is available and choose from the extensive range of play equipment that is kept in store.

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 come in and are quickly involved in their play. Children relish the electronic toys and independently access the programmes. The older and younger children play well together, taking turns and helping each other. Staff are well deployed to quickly provide more controllers when required. Staff know children's interests and ensure that favourite games are readily available. Their playful teaching helps children join in a game where speed of movement is key. They compete in building cups as quickly as possible and invariably children win. Children eagerly play a physical game together, where they spin a wheel, read the instructions and move parts of their bodies to the countries displayed on the mat. This helps them take turns, follow instructions and move their bodies with control as well as having fun. As a result, this helps them make a close link between their actions and the result and develops their problem solving skills. Staff gently remind children the game is for three people only and children wait until the first game is finished for their turn. These skills help children to be ready for the next stage in their learning.

Children enjoy various arts and crafts activities. They make cards and decorate cakes to celebrate various festivals and events. The mark making and colouring materials are always a great favourite. Staff with specific interests organise specialist activities, such as collage. Children look forward to visits from an artist and participate in experiencing various materials imaginatively. However, on occasions the children do not have full access to experiment with sensory materials and role play equipment. This limits their chances to retell stories and life events to further inspire their learning. There is a stimulating, welcoming environment, both in and outdoors, which supports children's all-round development. The club has a great deal of equipment stored in their cupboards and outside storage shed and staff rotate this equipment to extend children's interest. Children freely choose toys and equipment that are prepared for them by the staff. Older children confidently express a wish for specific equipment and staff get it out. However, there is scope to find ways to help younger children to make further choices in their play from the extensive range of equipment.

Staff's thoughtful care and attention helps children to make good progress overall, which complements their school day. Staff receive very useful information from the teachers about children's current development and targets, to aid future progress. Staff have an accurate assessment of children's prior knowledge and skills. They ask parents on the application form for their children's interests and favourite activities so they are well prepared to enable children to be fully involved in activities as soon as they start. Staff give frequent feedback about children's activities, which helps parents support children's learning at home.

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. Parents are encouraged to bring their skills and interests into the club. For example, they donate seeds and soil for the children to plant and staff plan a competition for the best plant. The artwork made by the children at the club is attractively displayed in the school dining room. This helps children develop a strong sense of belonging. Staff act as the key person for each of the children attending the club that are in the early years age range. They are vigilant in observing new children and ensure that they are fully involved and making friends. Older children are keen to act as buddies to help new children settle quickly in the club and promote a sense of emotional well-being. Children sit and chat with each other and are happy to talk with other adults about their day in school and what they like best in the setting. They play cooperatively together and older children help to explain the rules and the routines to the younger ones. This helps them develop respect for others and to behave well.

Children are learning about healthy living. They independently lay the table and sit comfortably to have social conversations with their friends and the staff. They help to cut the fruit and to clear the table. This helps them develop a sense of responsibility. Children undertake their own self-care skills, taking themselves off to wash their hands before meals. Staff provide children with sufficient amounts of nutritious foods at breakfast and for tea. They enjoy the cheese and ham pitta breads with a range of vegetables, to learn

the benefits of a healthy diet.

Staff encourage children to be active and energetic as they use the challenging outside climbing equipment. They sometimes use the school hall to play games vigorously and this helps them to move safely, with control and to learn to be safe without being fearful. Children enjoy visits from a member of staff with an interest in sports, where they practice and increase their ball skills.

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. Staff are fully aware of relevant reporting and recording methods and they work closely in partnership with the school to ensure any necessary information is securely shared. Children's safety is of a high priority. The site is secure and staff closely supervise children at all times. There are secure collection procedures. Staff check that when someone different comes to pick up a child they know the password. Robust recruitment and vetting procedures assess staff's suitability to work with children and therefore, children's welfare is protected. The registered provider management monitors the ongoing suitability of staff and the services for children effectively. Staff are provided with training opportunities to keep them up to date with first aid, food hygiene and the Early Years Foundation Stage. As a result, they are equipped to provide for children's learning and well-being.

Parental questionnaires are frequently undertaken, the results are thoroughly reviewed and any actions required are added to the development plan. This helps staff reflect on the service they offer to children and their families and make further improvements. The school headteacher and deputy headteacher both commented on how well the club supports the children and has an effective and close working relationship with the school. Children take an active role in the running of the club and their opinions are frequently sought. This helps staff reflect on the service they offer to children and their families and make further improvements. Consequently, they enjoy their time in the club and feel safe and secure, which promotes a very harmonious atmosphere.

Staff are aware of the learning and development and assessment requirements in the Early Years Foundation Stage. They demonstrate that they work closely with the teachers, parents and other professionals to put in place effective strategies in order to help children make the best progress they can.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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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

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| Unique reference number | EY252801 |
| Local authority | Hertfordshire |
| Inspection number | 860370 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 32 |
| Number of children on roll | 12 |
| Name of provider | Beverley Anne Platten |
| Date of previous inspection | 24/03/2009 |
| Telephone number | 07773445064 |

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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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