

# Xtra Time Kidz Club

NASCOT WOOD JUNIOR SCHOOL, Nascot Wood Road, WATFORD, WD17 4YS

## Inspection date

Previous inspection date

13/02/2014

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 are talkative and show high levels of confidence in talking to adults and making their needs known. They are well-behaved as they understand what is expected of them.
- Children's learning at school is complemented very well in the club because staff provide a range of activities that are linked to children's interests. Consequently, children continue to develop their knowledge and skills.
- Children are safeguarded as there are effective policies in place, a robust collection routine from the school and a safe environment for them to play in.
- Children enjoy coming to the club. They settle well and relate well to the caring staff. They play well together and are keen to explore and play with the varied range of resources available for them. This shows that the children are developing a positive approach to learning.

### It is not yet outstanding because

- There are further opportunities to enhance children's self-care skills during meal and snack times.
- There is scope to enhance the use of the outdoor area so that it offers rich, varied and imaginative experiences for children that further promote all areas of their learning.

## 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 observed children during tea-time and during their play both indoors and outdoors. She spoke to some of the children to find out about their interests and what they enjoyed doing at the club.
- The inspector had discussions with the manager and the owner. She looked at and discussed the policies and procedures used including the safeguarding policy and procedures.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents thorough comments seen in a communications book and by speaking to parents at collection time.

## Inspector

Maura Pigram

## Full report

### Information about the setting

Xtra Time Kidz Club was registered in 2013 and is one of two after school club provisions which are privately owned by the provider. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in an annex building of the Nascot Wood Infant and Junior School in Watford, Hertfordshire. The club serves the local area and is accessible to all children. It operates from the main hall of the annex building and there is a fully enclosed area available for outdoor play.

The club employs five members of childcare staff. Two staff members hold appropriate early years qualifications at level 3, one staff member has a level 2 qualification. The club receives support from the local authority. The club opens Monday to Friday term time only from 7.30am to 9am for breakfast club and from 3pm to 6pm after school. Children attend for a variety of sessions. There are currently 25 children attending, 12 of whom 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:

- review the use of the outdoor area so that it is reflective of the varied range of experiences indoors, to offer rich, varied and imaginative experiences that promote all areas of learning even further
- provide further opportunities for children to be involved in the preparation and serving of food and drinks so that their independence and confidence in their own abilities can be extended.

## 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 the learning that takes place at school. This is because the manager has a secure knowledge of how children learn and of the learning and development requirements of the Early Years Foundation Stage. In addition she has built a close partnership with children's teachers. As a result, she is clear about how to further support children's learning and development through play. Children's interests and the next steps in their learning are effectively promoted through fun activities. For example, on arrival children quickly settle to the activities already set out for them. In addition, children's wishes are quickly met. For example, a group of children request to make masks as they have been carrying out a related topic in school. They concentrate for long periods of time creating masks related to their interests.

On completion, these are proudly worn and children confidently discuss their creations with the interested staff members. This supports children's communication skills and their personal, social and emotional development. Younger children are helped to be fully involved. For example, staff help them to use sticky tape and to use scissors. This supports children's independent learning. As a result, children are busy and engaged in activities that interest them.

Resources, such as, paper, pens, crayons and pencils, are freely accessible to encourage children to use their writing skills. Staff set out the hall prior to children arriving. They set up table-top activities and others, such as construction and bean bags are placed on the floor. This enables them to be quiet or active according to their needs after their day at school. Children can choose from these freely, which means they make decisions about where and what they want to play with. For example, children enjoy building a tent together using the range of materials set out for them. They problem solve as they go and negotiate with each other about their desired end project. Staff engage positively with children as they play, which encourages their language and listening skills. For example, during a baking activity they discuss the varied biscuits that are created by the children. In addition, timings of cooking are discussed so that these are ready to take home. This helps children make connections in their learning and promotes their understanding of the concepts of time. Physical skills are supported through team games, such as, cricket and football. Children enjoy outdoor play, they have fun building dens in the wooded areas and happily use torches during darker weather. However, this does not happen frequently enough to fully support children's learning in all areas of their learning whilst outside. Overall, the outdoor play provision tends to focus on physical development. As a result, children who enjoy other aspects of learning, such as creativity or reading are not provided with sufficient opportunities to do this outdoors.

The manager assesses children's learning and development well. For example, she observes children as they play and keep a written account of each one's progress. This clearly identifies the next steps in their learning and this is also linked to teacher's desired targets for children's learning. Children's progression is recorded in individual learning journals along with photographs of their achievements. Parents are encouraged to contribute to their children's learning through discussions and the sharing of information about children's achievements outside of the club.

### **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. Detailed information is obtained from parents about their children prior to children starting. As a result, staff know the children well and they work very well together to ensure children's individual needs are met. New children are buddied up with another child when they first start. They are allocated a key person who takes an avid interest in them. This helps them to settle quickly. Older children show a caring and supportive attitude towards the younger ones. For example, an older child helps a younger one put on their visibility jacket before going out to play. This helps younger children feel secure and creates a friendly environment. Children move around the indoor and outdoor spaces confidently. The manager is in the

process of organising the resources indoors more effectively so that children can easily see what is available to them. For example, she is labelling the storage boxes with pictures of their contents. This helps children have a more active role in their learning.

Staff effectively support children in learning about personal safety. For example, children are helped to walk safely from the school to the external hall. They explain how to cross roads safely and how to be seen in the dark. For example, children wear florescent jackets so that they can be easily seen. The fire drill is undertaken on a regular basis to ensure the premises can be evacuated swiftly in an emergency. During outdoor play they negotiate space well when riding bikes, cars and scooters. As a result, they are considerate to other children who are playing nearby. Children behave well because they are busy and engaged. Any issues of unwanted behaviour are quickly and calmly managed. This means that children know what is expected of them.

Staff promote children's health generally well. Children have access to the outdoor area each day. This means they benefit from fresh air and have freedom to move around on a large scale after their day at school. This promotes their physical development. Children are able to rest on the bean bags as and when they need to. Staff are aware of dietary needs and preferences. As a result, there is a continuity of care between staff and the children's parents. Fresh fruit is available at all times for children to help themselves. Tea time is a sociable occasion and staff sit with the children promoting good social skills. Discussions take place about the children's day and staff show that they are interested in everything the children say and do. However, there is scope to involve children more fully in the preparation and serving of meals and drinks so that their independent skills are further developed. Children knowledge of good hygiene practices are promoted through everyday routines. For example, they know to wash their hands before teatime.

### **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 requirements of the Statutory framework for the Early Years Foundation Stage. She is an experienced practitioner for this age group. She is a good role model and works alongside her staff so that they too can build on their knowledge in supporting children's learning and development. The manager leads the staff team well and receives good ongoing support from the enthusiastic owner who plays an active part in the club. Staff have a good understanding of how to safeguard children. They are confident in discussing the possible indicators of abuse or neglect and know to whom they should refer any concerns. They attend regular training to ensure their knowledge is up-to-date so that children are protected. The premises are kept secure at all times and collection times are well managed. Children are well supervised both indoors and outdoors so that they are kept safe. Procedures for vetting, recruitment and induction are robust and ensure that all members of staff are suitable to work with children. Regular meetings, appraisals and clear supervision procedures ensure that training needs are discussed and addressed. For example, the manager has embarked on a further childcare qualification. The comprehensive documentation is reviewed regularly to ensure that these meet the welfare requirements of the Statutory Framework for the Early Years Foundation Stage.

This is the provisions first inspection. The manager has a good understanding of the skills of her staff. She works closely with the owner and they both have a clear vision for the on-going development of the club. These views are shared with parents through notices and the clubs website. The overall monitoring of the club is an ongoing process and views of parents and children are welcome. Staff meet regularly with the owner to discuss the effectiveness of the sessions and children's individual learning needs. The manager also works closely with professionals from the local authority so that the provision is regularly reviewed and has a positive impact to children.

The club has good partnerships with parents. They receive detailed information about how the service operates. For example, copies of all the club's policies and procedures are available at the setting and on the website. Parents are well informed about their children's activities and progress through daily discussions and the sharing of children's records. Parents' comments about the club are very positive. For example, they state that their children 'love coming' and 'are very happy.' Staff have very good links with the host school. For example, they have discussions about individual children's learning and how these can be complimented and supported by activities in the club. Consequently, there is a continuity of learning and development across the two settings. There are currently no children with special educational needs and/or disabilities attending. However, the manger has a clear understanding 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

<b>Unique reference number</b>	EY467705
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	935932
<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>	24
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Xtra Time Kidz Club
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07746945903

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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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