

Spring Meadows Before and After School Club

Letchmore Infant School, Letchmore Road, STEVENAGE, Hertfordshire, SG1 3PS

Inspection date

Previous inspection date

25/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Partnership with parents is good. They are very complimentary about the wrap-around care provided.
- Children display good behaviour, they are confident in sharing any concerns they have with staff. As a result, children feel safe and secure in the setting.
- Children's overall well-being and safety are effectively promoted because the manager uses secure recruitment, induction and performance management systems to support staff in improving their understanding, knowledge and practice. This ensures that the safeguarding and welfare requirements are met.

It is not yet good because

- Staff do not always make the best use of resources. As a result, the activities and learning experiences are not always engaging or inviting to children.
- Arrangements for staff supervision and performance management are not sufficiently focussed on improving the quality of teaching.

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 staff and children in the dining hall and main hall.
- The inspector held a meeting with the manager, talked to staff and discussed children's progress with key persons.
- The inspector and manager observed children and discussed their individual needs and progress.
- The inspector examined various documents, including policies and procedures, children's records, evidence of the suitability of staff and safeguarding procedures.

Inspector

Susan Parker

Full report

Information about the setting

Spring Meadows Before and After School Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The Club is situated in Letchmore Infant School in the Old Town area of Stevenage, Hertfordshire and is privately owned. The club serves Letchmore School and Almond Hill School. Children have access to the playground and the field for outdoor play.

The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club opens Monday to Friday during school term-time. Sessions are from 3pm to 6.15pm. There are currently two early years children on roll. Children attend for a variety of sessions.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the provision of exciting and inviting activities and resources so that children are inspired and engaged
- improve the arrangements for staff supervision and performance management in order to increase the focus to further develop the quality of teaching.

Inspection judgements

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

Staff display a good understanding of the Early Years Foundation Stage and they have attended further training to improve their knowledge and practice. Staff regularly complete observations for every child and these are effectively used to gauge children's progress through assessment. Staff use effective teaching opportunities to extend children's thinking whenever possible. For example, as children are engaged in an activity where they are constructing models of speed boats and 'bat mobiles' with construction bricks, staff ask appropriate questions such as, 'what can it do?' and 'what colour is it?' or 'how many pieces?'. This introduces mathematical language through play. During a creative activity, children make mouse masks with cardboard, ribbon and straws. Children and staff follow written instructions and staff ask appropriate questions, such as 'what else does the mouse need?' and 'how shall we fix the whiskers on?' However, as some resources needed are not available, adaptations are made with staff suggesting alternative materials from the limited choice supplied. As a result, on this occasion, children's

creativity is not effectively supported because children do not have access to the resources they need for the task. Staff intervene in a timely way, which encourages children's personal, emotional and social skills. For example, staff are very observant and notice when children become distressed because they have been caught in the 'duck, duck, goose game'. This is where children pat each other on the head naming them as a duck, but when they say goose, the child then has to chase them. Staff sensitively explain the rules of the game and enable younger children to understand how to work and play together. All children attending are already in full-time school. Close partnerships with the reception teachers ensure consistency in their learning and development. Staff deliver a selection of opportunities, which promote and expand children's skills across all of the prime and specific areas of learning. Children explore their physical skills with games and activities indoors and outside. Their communication and language skills are very good. Children's confidence and self-esteem is promoted as they proudly show off their models and artworks and receive praise from staff for their achievements. However, the resources available for children to choose and their access to them are limited.

Staff effectively observe children to identify their individual next steps in their learning and development. The information gained is built into the planning of future activities. This means that children receive tailored activities, which are firmly based on their interests. Adult-led activities are planned around themes and topics, often linked with the school theme, for example, animals. Children have access to activities and resources which link to the theme, for example, animal dressing-up clothes and picture games. Staff encourage children's physical development well by providing and encouraging the children to explore and use equipment and their bodies in the main hall. Children show their imagination as they create models with small hoops and ask the staff to guess what it is.

Partnerships with parents are promoted well because managers and staff invite them to be involved in their child's learning. Staff gather a range of information from parents which enables staff to know the children's likes and dislikes before they start and therefore, enable children to settle quickly. Children enjoy their time at the club and the activities complement those offered in the classroom. Consequently, children are suitably rested and well-prepared for school the next day. Parents' comments are very complimentary about the club and the activities that their children enjoy.

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

Children are adequately supported in making progress in their personal, social and emotional skills. Their rapidly developing independence shows as they choose their own activities and resources. However, resources are not always inviting or stimulating. For example, some of the activities set out are not chosen by children. Staff do not change or adapt these during the session. As a result, some of the resources and activities are not used at all during the session. This means that staff do not always make the best use of resources. As a result, the activities and learning experiences are not always engaging or inviting to children.

Children show that they have a very good understanding of their own safety and how to

manage risks for themselves. For example, children butter their toast and crackers with knives safely and skilfully. Staff give guidance and support when needed, for example, if children smear too much spread on their cracker. Staff talk to them about eating healthily and sensibly. Children confidently chat about why they need to wash their hands before eating and the impact that germs have on their health. Children display very good behaviour because the staff are consistent in practising effective management methods. This means that children consistently receive clear and reliable messages about behaving safely while having fun. A wide range of resources and equipment indoors encourage children to explore and learn. They show that they have a good understanding of effective hygiene procedures. Children have a good understanding about leading a healthy lifestyle including food, fresh air and the effects that exercise has on their bodies. They regularly enjoy physical games and activities outdoors in good weather or in the main hall. Children, who are poor eaters, benefit from some imaginative activities involving food. For example, making food forests and cookery activities encourage children to explore the taste, smell and consistency of fruit and vegetables. These activities provide hands on experiences to increase children's understanding of how to live healthily.

Children display close attachments and secure bonds with staff and other children. Each child has their own key person in the club who has a detailed understanding of their individual needs. Staff display a nurturing and reassuring approach, which results in children settling-in quickly. Children and parents are confident in disclosing personal details which may affect children's emotional well-being. As a result, children are emotionally supported in times of insecurity. Children show that they are happy and confident as they share jokes together and giggle with staff who respond warmly. This is effective in promoting children's safety, welfare and well-being. Effective partnerships begin during initial visits to the club. Parents are asked to share detailed information on their children by completing an 'All about me' form. This enables key persons to have accurate knowledge of the individual children. Additionally, class teachers also complete an assessment of the children's development and learning linked to the seven areas of learning. This enables staff to have an accurate starting point from which to assess how children progress. Transitions into the club are supported by close partnerships between all adults involved in the children's lives. Short visits are specifically tailored and gradually built up until children are comfortable and secure. This gradual move enables children to make progress at their own pace.

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

The manager and staff are effective in meeting the safeguarding and welfare requirements. They demonstrate a good understanding of how to protect the children in their care. Daily risk assessments are carried out in all areas used by children within the dining hall and main hall, to ensure that children can play safely. All staff have completed basic safeguarding training and they are familiar with the procedures to be followed in the event of a concern related to child protection. Additionally, the owner carries out robust checks to ensure that all staff are safe and suitable to work with children. Robust

recruitment and induction procedures ensure that staff are suitably qualified and experienced. Staff display a clear understanding of their individual responsibilities. This ensures that children are effectively safeguarded. However, the records of staff supervision, reviews and appraisals focus on the equipment and layout of the setting rather than the quality of teaching. Therefore, the arrangements for performance management require improvement in order to sufficiently focus on improving the quality of teaching.

The manager has a sound understanding of their role in monitoring and evaluating the learning and development requirements and the welfare and safeguarding requirements in the club. Self-evaluation takes place with input from the children, parents and staff. This highlights the weakness in the layout of the rooms and the provision of resources which do not yet inspire children. Staff ratios and deployment ensure that children are well-supervised at all times.

Partnership with parents is good because the club recognises the importance of working together. Parents are able to discuss their children's progress at any time. Consultations and opportunities for parents to be involved in their children's learning are provided. Good partnership working between the teachers in the school and the club staff ensure that information is shared effectively. As a result, the club appropriately complements the learning that children receive in school. Information is shared between all key persons and this promotes a consistent approach in children's learning.

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	EY469027
Local authority	Hertfordshire
Inspection number	932644
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 17
Total number of places	40
Number of children on roll	30
Name of provider	Louise Anne Prior
Date of previous inspection	not applicable
Telephone number	01438234400

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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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