

Jousters At Oakwood

Oakwood Primary School, Oakwood Drive, ST. ALBANS, Hertfordshire, AL4 0XA

Inspection date	07/03/2014
Previous inspection date	15/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 provided with interesting and challenging opportunities, which helps them to effectively learn during activities and daily routines.
- Teaching is good. Staff skilfully use open-ended questions to engage children in conversations, activities and daily routines.
- There is an effective key person system and children are welcomed into a warm and friendly environment. Staff and children have formed secure attachments, which means children settle very well and their emotional well-being is fully supported.
- Staff safeguard children in their care well because they have a good understanding of child protection. As a result, children are safe and secure.
- Children benefit from a well-resourced environment and great outdoor play facilities, which offer challenge to support their learning and development.

It is not yet outstanding because

- There is scope to enhance links between the club and school, in order to extend the sharing of information on children's needs, in order to complement the learning that takes place in school.

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 activities in the after school club and talked with staff.
- The inspector viewed the areas of the premises and outdoor area garden used for children.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff and a range of other documentation, including the safeguarding and other policies.
- The inspector took account of the views of parents present during the inspection, as well as recorded in written questionnaires.
- The inspector carried out a joint observation with the supervisor.

Inspector

Karina Hemerling

Full report

Information about the setting

Jousters At Oakwood was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is one of seven provisions run by Jousters Childcare Ltd. It operates from a portable cabin known as Treetops in St Albans, Hertfordshire. The club serves the school and is accessible to all children. There are enclosed areas available for outdoor play. The club opens Monday to Friday, term time only. Sessions run from 3.15pm until 6pm. Children attend different sessions. There are currently 62 children on roll, of these 13 children are in the early years age group. The club employs five members of childcare staff. Of these, four hold appropriate early years qualification; three at level 3, one at level 2 and one member of staff is unqualified.

What the setting needs to do to improve further

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

- enhance the links with the school, in order to share even more information about children's learning needs, so that they fully benefit from continuous opportunities that complement the learning that takes place in school.

Inspection judgements

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

The quality of teaching is good. Staff provide children with great opportunities for learning because activities are tailored to meet their individual needs and interests. Parents and key persons identify children's starting points through observations at home and at the club. There is an effective assessment procedure in place and children's skills are well-evaluated and planned for. The educational programme for children offered at the club provides experiences for them across all the seven areas of learning throughout the sessions. Staff skilfully use open-ended questions to engage children in their learning. For example, while building pirate ships with children, staff question them during play about their knowledge on pirates, characteristics and features of what they are building together. Children's experiences are enriched at the club because staff support their learning effectively.

Staff have great expectations from children. Activities challenge and stimulate children's learning and development. For example, children enjoy moving in different ways while playing on the outdoor equipment and are provided with a wide range of materials and resources to create a spring display. Children add their name to lists for taking turns during key activities, such as playing on the computer and playing a video game. There is a busy and comfortable book area where children read independently or with the members of staff. Children learn through play and resources are within their access.

Therefore, children are able to initiate activities and expand their imagination. Children build a den made out of bed sheets and enjoy the hidden place to read books and to interact with their peers. The partnership with parents is secure. Parents are involved in their children's learning. They regularly share their views on their children's development with the after school club. The club also maintains links with the school which children attend. However, there is scope to enhance these links to ensure information about children's individual interests and development needs is shared so they further benefit from their experiences at the club.

Children learn and develop well because assessment and planning is based on secure knowledge of children's aptitudes. The club has an individualised approach to all children. Each key person has a good knowledge of their key children's interests. Routine activities, such as circle time, become an excellent opportunity for children to interact, learn and have fun. During circle time children discuss their time at the club and staff celebrate children's achievements by awarding them with stars. During the week children are motivated to display good behaviour, independence and respect for others, in order to collect stars for their chart. Everyday, children and staff together discuss their achievements. They also discuss what they intend to do in order to collect more stars. Children are great communicators and are encouraged to think critically and to solve problems. This enables children to learn skills necessary to succeed in the future learning at school.

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

Children and staff have formed strong attachments. Staff have a calm and comforting approach to children and their practice is based on praise and reassurance. They gather good information from parents about their child's individual needs. Children are warmly welcomed by members of staff. They confidently approach activities and follow the club routines well. Staff encourage children to write their names down on a list for teatime. This supports children to be independent in organising their time at the club. Staff and children display mutual respect and care for each other. They enjoy playing together and interacting. Staff and children talk about their home lives during circle time. They have fun guessing what they will be doing during the weekend. Staff know children well and they provide children with a rich environment where their individual needs and interests are celebrated.

Children learn about healthy living while at the club. Staff provide children with a healthy and balanced diet for meals. Children are offered choices and are encouraged to eat salad and fruit. They are encouraged to be independent during meals, for example, they prepare their own wraps and sandwiches, pour their own drinks and put away their plates after they have finished. Staff use the wonderful outdoor environment and equipment to support children's development and to meet their personal interests. Children exercise and play outdoors on a daily basis and benefit from the great opportunities they have outside as they freely play in the fresh air and practise their favourite sports. Children learn about the danger of using knives, climbing on high climbing frames and running too fast because staff encourage them to reflect on the potential risks so they understand about keeping

safe.

Children behave well. Boundaries are sensitively set for children who are encouraged to think about their actions and the effect on others. All children relate well with each other and tell jokes to each other during tea. Children and staff have fun together and support each other's understanding and learning. They are comfortable in the club and explore all areas available to them. Resources are available are within easy access to children and staff support children in extending their play by effectively communicating and playing with children. The club provides children with a positive and happy environment that supports their personal, emotional and social development.

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

Staff have a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. They display high levels of awareness on how to keep children safe and secure. Staff have a good knowledge of safeguarding and know who to report to if they have concerns about a child in their care. There are effective procedures in place to ensure the environment is safe for children, which enables them to safely explore and use the facilities available for them. Effective policies and procedures are in place to guide practice and this information is effectively shared with staff and parents. Members of staff understand their responsibilities in monitoring children; they maintain effective records of medication and accidents and these are effectively shared with parents.

There is an effective recruitment procedure in place that ensures staff are suitable to work with children. Staff benefit from routine staff meetings, staff supervision and appraisals. The supervisor is dedicated and supports staff in providing children with high standards of care. All members of staff have safeguarding, first aid and food hygiene training to ensure children are protected from harm. Staff have good opportunities for professional development and participate in training to enhance their practice even further.

Parents are actively involved in their children's experiences at the club. Parents are consulted to evaluate the quality of services and education provided for their children. For example, by completing parents' questionnaires and contributing through the suggestions box. Key persons maintain a secure partnership with parents in relation to their children's learning and development. The supervisor has a very good knowledge of how to promote the learning and development requirements of the Early Years Foundation Stage. Children develop well and staff maintain effective records of children's development. Staff have a positive relationship with the host school. This means children benefit from some continuity and consistency in their 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	EY367033
Local authority	Hertfordshire
Inspection number	863873
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	62
Name of provider	Jousters Childcare Limited
Date of previous inspection	15/06/2009
Telephone number	01707 894 650

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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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