

# Paws Kids Clubs Ltd

THOMAS CORAM MIDDLE SCHOOL, Swing Gate Lane, BERKHAMSTED, HP4 2RP

## Inspection date

20/03/2014

Previous inspection date

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

- Teaching is effective because staff provide interesting and challenging activities to help children make good progress in their communication and language skills. As a result, children are confident and take a full part in all the activities.
- Staff value working in partnership with parents and effective relationships ensure children's individual needs are met and a welcoming environment is provided to all.
- Safeguarding has very high priority at the pre-school and after school club so that children play and learn in a safe and secure environment.
- Staff are committed to improving their practice and accurately highlight further areas to strengthen practice in order to continue to have a positive impact on children's learning and development.

### It is not yet outstanding because

- On occasion, staff do not fully encourage children's awareness of early mathematics through the use of models, props or their other interests to extend the children's learning even further.
- There is scope to enhance partnerships with other early years providers involved in children's care to support and extend 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 activities in the classroom, the outside learning environment and talked with the staff and children.
- The inspector examined a range of documentation, including evidence of suitability and qualifications of staff working with children, a sample of children's records, and the development plans.
- The inspector held discussions with the registered providers and the manager and completed a joint observation with the manager.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Sheila Harrison

## Full report

### Information about the setting

Paws Kids Club Ltd registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Thomas Coram Church of England School which is situated in Berkhamsted, Hertfordshire. The facilities are accessible to all children and there is an enclosed area available for outdoor play. The pre-school employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 including one member of staff with a level 4 qualification.

The setting is open Monday to Friday, term time only. A pre-school operates from 9am to 12noon on Monday, Tuesday and Wednesday. On Thursdays, it is open from 11.30am to 3.15pm and children from three years to five years attend. A breakfast club operates from 7.50am to 8.55am and an after school club from 3.15pm to 5.45pm. Children from four years to 11 years attend. There are currently 20 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children.

### What the setting needs to do to improve further

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

- strengthen early mathematical learning by giving more emphasis to using children's interests and by using models and props to help children build up their skills in practical experiences
- enhance the arrangements for sharing information and partnership working with other providers that children attend in order to fully support children's learning and development.

## Inspection judgements

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

Staff have a strong understanding of how children learn and develop. The quality of teaching is consistently good. Children are developing very well in their communication, language and literacy skills. Staff speak clearly and repeat words and phrases for children to hear the correct pronunciation. They introduce captivating story times, presenting the name of the author and encouraging children to contribute their own ideas. For example 'why the elephant family is cross'. This helps children to gain the appropriate vocabulary to talk about emotions and to express their feelings. Staff build on children's fascination with the theme of 'our families' and children grow in confidence as they stand in front of their friends to talk about the photographs of their family. Staff are good role models as they explain to children that 'we need to read the instructions before we start the game'. They

sit close to the children and read favourite stories on demand. Children learn how books work as they join in the rhyming refrains. They turn the pages and follow the print. This supports them to develop a joy in reading. Staff support children to play imaginatively. Children eagerly organise puppet shows, using the resources from around the setting, to make up their own stories. Staff support children to learn new skills as they encourage children to try to use the small stilts when they are playing outside. This helps children to make good progress in readiness for the next stage of their learning and eventually for school.

The educational programmes have depth and breadth across the seven areas of learning. They provide a stimulating environment and well planned routine to ensure there is a balanced mix of adult-led and child-initiated activities. Children can freely access resources to develop their own ideas. They take the small world people over to the shop to continue their imaginative games. Children enjoy regular cookery activities as staff guide them in the use of a recipe card to follow a sequence of actions, they measure and mix the ingredients and relish tasting the completed jam tarts. However, staff do not always use children's current interests or a range of models and props to help their emerging understanding of early mathematics to help them make as much progress as they can.

Staff work well as a team introducing the learning and development requirements of the Early Years Foundation Stage. The key person talks to parents during their initial visits to gain valuable information about children's starting points. This enables them to quickly plan experiences, which children enjoy and that offer a good level of challenge. Staff observe children's achievements closely and identify next steps for their learning. These are included in weekly plans and consequently children make good progress across all areas of their development. Staff regularly complete a record of learning for each child. This includes delightful observations and photographs of children at play and plans for the next stages of their learning. Staff regularly send the learning record home to the parents so they can comment on their children's development at home. This effectively supports the close relationship with the parents and enables them to be fully engaged in their child's learning.

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

Children are happy and enjoy their time in the club. Staff have a good understanding of their key children and can explain each child's preferences. This promotes children's well-being. Parents state they know and have opportunities to speak frequently with their child's key person. This helps promote positive relationships to help children develop a strong sense of belonging. Young children are well-supported and form secure attachments that promote their well-being. Staff are gentle and considerate and help the new children as they begin to settle in the pre-school. They sit at the children's level to ensure good eye contact and pleasant interactions. Older children arrive confidently and are very quickly and happily involved in their play. They help the younger children, encouraging them to come and wash their hands for lunch, 'don't be shy and come with me'. Staff help the children to behave well. They model good behaviour by being polite and respectful to the children. They give lots of praise and encouragement. Staff support children to learn to take turns and share during board and other games. Children know

the routine and excitedly tidy up to an action movie theme tune played to signal tidy up time. This supports them to be eagerly involved and gain confidence in a safe and enjoyable environment and emotionally ready for the next stage in their learning. Children are encouraged to be independent while at pre-school and try to do things for themselves. Children enjoy practising putting on their own coats the 'magic way'. This ensures that they can successfully be self-sufficient in caring for their own personal needs in preparation for their move onto school.

Children have many valuable opportunities to develop a healthy lifestyle. Parents provide a packed lunch and the pre-school and afterschool club provides a small snack for mid-session and afterschool. Staff discuss what constitutes a healthy diet as they sit with the children at lunch time. They offer advice to parents on their website on what constitutes a healthy lunch box in line with the guidance from local schools. Children are looking forward to planting vegetables outside when the weather improves. They play enthusiastically outside in the fresh air and are learning to use skipping ropes and the pedals on the tricycles. Children learn about safety as they are gently encouraged to take care not to bump their tricycles into their friends. Staff talk to children about road safety on the walk to the club from the school. Children carefully use the low stilts to develop a sense of balance. They are learning to take appropriate risks without being fearful as they try riding the tricycle down the small slope from the classroom. They hold the rails to ensure they are suitably balanced before letting go. Children have valuable opportunities to exercise vigorously on the school field in the better weather.

### **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. Robust recruitment and vetting procedures assess staff's suitability to work with children and, therefore, children's welfare is protected. Children's safety is of a high priority. The site is secure and staff closely supervise children at all times. Staff ratios are maintained to protect and meet children's needs. There are secure collection procedures and children wear high visibility jackets and follow a safe route on their walk to the club. Staff are observant and ensure the pre-school policy on mobile phones is strictly adhered to. This protects children's safety.

The staff team are close, well-established and are eager to improve in order to offer the best service to children and families. They have accurate and well-targeted plans for future improvements and are currently improving the learning in the outdoor environment. The registered provider has recently attended training to help her monitor more precisely staff performance effectively through regular supervision meetings and appraisals. The pre-school and afterschool club have effective systems for monitoring the children's learning and development. Staff and parents can quickly identify areas to focus on and to be addressed in future planning to ensure children are making good progress and operating within expected levels of development.

Staff demonstrate that they are able and prepared to work closely with other professionals

as necessary so that children receive the support they need. The out of school club has close contact with the staff at the host school to complement children's learning and development. The pre-school has a friendly relationship with provision that children attend and the other schools that provide the funded education for some of the children. However, the pre-school has yet to fully develop a strong working relationship with these other providers of the Early Years Foundation Stage to ensure that early teaching and learning approaches are consistent and complementary in order for children to make very good progress in acquiring early skills. Parents are given useful information on the website and social media site. Staff have received very positive feedback from the recent parental survey. Parents spoken to on the day of the inspection state how happy they and their children are with the pre-school and the afterschool club.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY469294
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	939682
<b>Type of provision</b>	Sessional 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>	76
<b>Name of provider</b>	Paws Kids Clubs LTD
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07964 391972

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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