

# Mascot Out Of School Care LTD

Moreton Hall, Eastbury Road, Watford, Hertfordshire, WD19 4JP

## Inspection date

12/05/2014

Previous inspection date

10/02/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

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

- Children enjoy their time at the club. This is because they have opportunities to engage in free play and activities that interest them.
- There is a close partnership with teachers of the schools where the children attend. This means that information about individual learning needs are effectively shared.
- Parents provide detailed information about their children's starting points. As a result, children easily settle into the club.
- The manager follows safe recruitment procedures to ensure that those working with children are suitable to do so.

### It is not yet good because

- New staff do not always quickly develop a robust understanding of their roles and responsibilities in safeguarding children because there is room for improvement in the induction procedures.
- Staff do not consistently use effective teaching methods to promote children's thoughts and ideas, such as providing time for them to respond to open-ended questions. As a result, children make satisfactory rather than good progress in their learning.
- Opportunities to enhance children's independence and self-help skills during mealtimes are not fully maximised.

## **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 spoke to the children to gain their views and observed them playing in the club.
- The inspector looked at staff records to collect evidence of qualifications and suitability to work with children.
- The inspector spoke to the manager and staff at appropriate times. She also carried out a joint observation with the manager.
- The inspector obtained views of some parents on collection of their children and through completed questionnaires and 'thank you' cards left with the provider.

### **Inspector**

Maura Pigram

## Full report

### Information about the setting

Mascot Out Of School Care LTD was registered again in 2006, due to a change of management, on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned. The owner is also the manager. The after school club serves the local area and is accessible to all children. It operates from a Scout Hut in Watford, Hertfordshire and there is an enclosed area for outdoor play. Children are collected from nearby schools. The club employs 12 members of childcare staff. Of these, five hold level 3 qualifications in early years and four hold a level 2 qualification. The club opens from Monday to Friday during term time only. Breakfast club operates from 7.30am until 9am and the after school club from 3.15pm until 6pm. Children are able to attend for a variety of sessions. There are currently 80 children on roll, two of whom are in the early years age group.

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

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

- improve the induction training, so that new staff quickly develop a robust understanding of safeguarding and their roles and responsibilities.

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

- develop the educational programme for communication, language and literacy further by ensuring, for example, visual aids are used during activities and develop staff's skills, so that they provide children with more thinking time to respond to their questions
- 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

Staff are developing a sound understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They use their knowledge to plan a varied range of experiences for children. Routine observations and children's achievements are recorded in individual books and each one begins with an 'All About Me' page. When younger children start to attend the club, parents are asked to

share information on their child's development. This promotes a good partnership with parents and gives a more accurate picture of their child's achievements. This also means that any gaps in their learning can be identified. Staff put appropriate plans in place, so that each child is supported in gaining the skills they need to make progress. They discuss on a daily basis with parents what their child has done at each session. Information is shared about children's learning at home and this is used during discussions at the club. This means that children learn to recall events and their parents are involved in their learning.

Children enjoy their time at the club, and their social skills are developing well. Younger children confidently join in with craft activities. They concentrate for a long period of time to create items, such as butterflies, dragonflies or aeroplanes. A staff member helps them to safely use scissors and demonstrates how to create wings and a body for their chosen item. Lots of discussion and praise takes place. This supports children's self-esteem and contributes towards their learning at school. However, some staff do not provide children with enough time to respond to questions related to the activities. This means that the opportunities to extend children's communication and language are not fully maximised. As a result, the quality of teaching is not as robust as it could be. Staff teach children new skills, such as knitting and how to successfully use the newly introduced elastic bands and looms. They confidently use these to make items that they are interested in, such as superhero models and friendship bracelets. Older children demonstrate that they are considerate to their younger peers by showing them how to make items that interest them.

Children are encouraged to choose play experiences that they enjoy, so that they are busy and engaged. There are a variety of activities available for children to select at any time. These range from art and craft activities, construction, books, board games and video games. Children say that they love playing outdoors. They particularly enjoy playing in the adjoining field. During this time, they play team games and occasionally, build dens. Children also enjoy practising physical skills on the tyre obstacle course. A separate paved area is used for ball games. This supports children's social skills and their physical development.

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

Children arrive happily at the club. They are reminded to wash their hands before heading to the kitchen area, where they choose from a range of varied options, such as filled wraps or toast. They help themselves to drinks, healthy vegetables and fruit on the table. Older children use a variety of spreads on their toast. However, staff ask the younger children what they would like to have on their toast and proceed to do this for them. All the children are capable of doing this for themselves. This does not maximise opportunities for children to develop their own independence and build on skills they use in school.

Children develop warm relationships with the staff in the setting. This enables them to form secure attachments and promotes their well-being and independence. There is a key-person system in place. This contributes to supporting children's personal, social and

emotional development. Transitions into the club are suitably managed. For example, new children and their parents are invited to join in with the collection procedure and to have a look at how the club operates. In addition, some of the staff also work in the schools that children are collected from. Therefore, children are already familiar with the staff when they start. This contributes to the consistency of care for children and contributes to them feeling secure.

Children are helped to behave well and to develop an awareness of the needs of others. Staff provide consistent messages and children are involved in contributing to the rules of the club. As a result, children undertake responsibility for their own behaviour. This promotes their self-esteem. Children's understanding of safety is promoted throughout daily routines and during collection times. They also have regular visits from the community police officer. As a result, they learn about various aspects of safety, such as keeping safe at home and 'stranger danger'. The manager and her staff take appropriate steps to ensure that the premises are safe and secure. For example, they have had new fencing installed, which has improved privacy for the children. Since the last inspection, a bell and chain have been placed on the front door. This contributes to ensuring children are safe and secure. However, children are given a false sense of security. Safeguarding children practices and procedures shared with new staff during induction periods are inconsistently implemented to ensure that children are fully protected. Children have access to a satisfactory range of age-appropriate resources. These are stored on shelves, and accessed by staff at the request of the children. This is in addition to the resources already set out.

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

The after school club requires improvement as robust procedures are not fully in place to ensure that all the requirements of the Statutory framework for the Early Years Foundation Stage are met. This is in relation to the induction procedures. These are not effectively implemented to ensure that new staff quickly develop a secure understanding of their roles and responsibilities, with regard to safeguarding. For example, new staff do not have a secure enough understanding of the possible signs of abuse and the procedures to follow to protect children's welfare. This is a breach of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. This is also a breach of a requirement of both parts of the Childcare Register. More experienced staff demonstrate a suitable awareness of the possible indicators of abuse and how to proceed should they be concerned about a child in their care. Furthermore, staff are clear about the procedure to follow if they have any concerns regarding the behaviour of another staff member working at the club. This contributes to keeping children safe from harm. Safe recruitment and vetting procedures ensure all those working with children are safe to do so. Staff are suitably deployed to ensure children are adequately supervised. Most staff are trained in first aid. This means that children receive suitable care in the event of an accident. Arrival and collection procedures are appropriately managed, so that children are kept safe at these times.

There are adequate arrangements in place to monitor the performance of staff. The

manager ensures they have regular staff meetings and supervisions to discuss the needs of children and staff training needs. Some staff are in the process of completing a range of training programmes, so that their knowledge and skills develop further.

Recommendations and actions raised at the previous inspection have been adequately addressed. For example, staff have developed their knowledge about children's learning, in relation to the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The manager has started to evaluate her practice. She is keen to make continuous improvements, such as the development of the outdoor area. Views of parents and children are obtained through discussions and the completion of questionnaires.

Some appropriate procedures are in place to ensure there is a positive relationship with parents and carers. They receive a welcome pack on registration, which includes information about the operations of the club. They also occasionally receive newsletters to inform them about any special events. Parents state they are happy with the flexibility of the club to meet their childcare needs. Staff demonstrate a suitable awareness of the advantage of liaising with teachers to support children. For example, they enquire about the children's behaviour and any favourite activities that children take part in, so they can continue these within the club. There are currently no children with special educational needs and/or disabilities attending. However, the manager 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

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure new staff are familiar with procedures to be followed for the protection of children (compulsory part of the Childcare Register)
- ensure new staff are familiar with procedures to be followed for the protection of children (voluntary part of the Childcare Register).

## 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>	EY415166
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	870916
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Mascot Out Of School Care Ltd
<b>Date of previous inspection</b>	10/02/2011
<b>Telephone number</b>	01923210673

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

