

# Kool Kats After School Club @ Hobbs Hill Wood School

Hobbs Hill Wood Primary School, Peascroft Road, HEMEL HEMPSTEAD, Hertfordshire, HP3 8ER

<b>Inspection date</b>	15/05/2014
Previous inspection date	01/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 take an active role in making decisions about their play and learning. Staff listen to children's ideas and take note of their interests to ensure that planned activities are appealing and enjoyable.
- Children behave well and are respectful of others because the club sets very clear and consistent expectations. This creates a calm and relaxed atmosphere in which children feel secure.
- There are ample opportunities for children to prepare and self-serve their food, which promotes their independence very well.
- The club is organised efficiently. Staff understand their roles and responsibilities, and are well deployed to ensure children are kept safe and have fun.

### **It is not yet outstanding because**

- There is scope to provide a second key person who is responsible for children's well-being in the event of the absence of the main key person.
- Children currently do not have a well-defined, comfortable area in which to relax and chill out.

## 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 main club room and outdoor areas.
- The inspector looked at a selection of policies, procedures and planning documents.
- The inspector spoke with the registered provider/manager, staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of the qualifications and suitability of all adults working with children.
- The inspector spoke to a number of parents during the inspection.

## Inspector

Hilary Preece

## Full report

### Information about the setting

Kool Kats After School Club was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is privately managed and operates from a room within Hobbs Hill Wood Primary School, Hemel Hempstead, Hertfordshire. There is access to an enclosed outdoor play area. Children attend from four local primary schools and transport is provided by mini-bus. There are currently 10 children on roll who are in the early years age group and attend for a variety of sessions. The club operates each weekday during term time only and sessions are from 3pm until 6pm. It also opens for breakfast between 7.45am and 8.45am. The club employs eight members of staff. Of these, four hold appropriate early years qualifications at level 3 and the manager is qualified at level 4. The club supports children with special educational needs and/or disabilities.

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

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

- introduce a second key person to the early years children to cover staff absences and varying shift patterns
- create a more well-defined, comfortable area in which children can relax.

## Inspection judgements

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

Staff have a secure knowledge of how to complement children's learning and development in a play-based environment. The manager demonstrates very good knowledge of each child's needs through strong and effective communication with parents and well-documented records on entry. Staff observe and consult with children in order to establish their interests. They then plan meaningful and appealing activities that keep children motivated and engaged.

Staff are well deployed during sessions to guide and support children in their play and learning. For example, they help children to work together by demonstrating and explaining how to play team games. Children listen respectfully and are keen to take part. There are a range of opportunities for children to practise writing for a purpose, such as when making cards for their family and friends. Staff challenge children to think, develop logic and solve problems as they complete complex jigsaw puzzles or play chess. They allow children plenty of time to work things out for themselves, which builds their confidence and capacity for learning. Children learn about the natural world on nature walks around the extensive school grounds and how to encourage wildlife by making food

for the birds. The club provides suitable DVDs and computer games which are popular with groups of children. However, the area used is not particularly comfortable or homely. Therefore, there is scope to reorganise space and resources in order to offer a more well-defined area in which children can relax and retreat to if they so choose.

Parents comment that they receive good feedback about their children's participation. Some particularly appreciate the fact that the play activities also support their children's learning. The manager works closely with parents in order to provide continuity for children with additional needs. She is trained in and knowledgeable about a range of special educational needs and demonstrates that the provision is very effective in supporting individual children. The club helps children to become aware of their own identity and different cultures through planned activities. Children take part in creative activities to celebrate a range of festivals. In addition, the children use an adequate variety of books, multicultural instruments and other play resources that reflect the wider world.

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

Children settle in to the club well. This process is made easier for many children because of the strong links with the local pre-school, which is managed by the same provider. Most of the club staff also work in the pre-school so children and their parents already have well-established relationships. In addition, there is good communication between the club staff and the schools from which children attend. This enables them to work well together to support continuity in children's care. All children in the early years age group have a key person responsible for their overall care and well-being. However, due to some recent changes in staffing and shift patterns, the key person is not always on duty when their key children attend. The manager is always on hand to liaise with parents and to monitor the well-being of the children. Therefore, this appears to have little impact on children's high levels of emotional security. However, there is scope to review the organisation of this system, so that there is a second, constant person in this role that children and parents can approach.

The club sets very clear expectations for children's behaviour, especially when travelling on the school mini-bus, so that their safety is assured. These boundaries help children to take responsibility for their personal safety and to reflect on the consequences of any inappropriate actions. Staff supervise children well at all times as they move freely between indoor and outdoor areas and the cloakrooms. They are quick to remind children of the boundaries when it is necessary to do so. Children from a number of schools gel together harmoniously and contribute to making the club rules. Their behaviour is very good overall, with older children often helping and looking out for younger children. As a result, the atmosphere within the club is calm and children show in their play that they feel secure. Staff are quick to recognise when children may need additional support to help them manage their feelings and behaviour. They devise individual strategies together with parents, and there is evidence that this intervention has a positive impact on children's development.

Children's good health is promoted very well. They understand the need to wash their hands before eating and menus for tea offer a wide variety of hot and cold foods. The tea tables are set out well so that children make healthy choices and develop good independence skills. For example, children spread toppings on bread or crackers, pour their drinks and clear away their utensils afterwards. The innovative use of a daily self-service salad bar and fruit basket appeals to children because it reminds them of a restaurant salad bar. Planned activities linked to food provide valuable learning experiences as well as being fun. Recently, children enjoyed making fruit kebabs so much that they decided they would like to make salad kebabs the following day. This resulted in some children who normally have quite narrow tastes discovering new healthy foods that they are keen to eat again. Children are eager to be active and to exercise outside, or in the school hall in very wet weather. They use some climbing apparatus and there is a reasonable range of ball and racquet games which they enjoy using to develop their physical agility. Within the indoor environment children self-select games and resources from the open cupboards and choose to set them up as they wish. This further supports their decision-making abilities and independence.

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

Good organisation means this club runs efficiently. The provider has an expert knowledge of safeguarding issues and a high regard for children's safety. She rigorously follows safe recruitment guidelines to ensure that all staff are suitably vetted and have the required aptitude for working with children. If there is any doubt, applicants are not recruited. All staff undergo a thorough induction process and receive ongoing support and guidance through a programme of supervision meetings, appraisals and training. This results in good quality practice. Staff demonstrate a secure knowledge of their roles and responsibilities in safeguarding children. They know how to recognise and respond to potential abuse or concerns in line with the club policy and procedures. They complete risk assessments on the premises and equipment and follow clear health and safety procedures during the course of the sessions. The arrangements for signing children in and out of the club are well managed by the staff.

The manager has a precise overview of the provision because she closely monitors the staff team and their work. She reviews the planning to ensure activities are relevant and appropriate to the needs of the children. She also ensures that the environment and resources support children's progress in all areas of learning and development. There are effective arrangements in place for working in partnership with other early years settings and agencies in order to identify and support children with additional needs. This enables all children to make good progress and to feel happy, safe and secure.

The provider and her team work hard to continuously develop and improve the club. Staff evaluate all the activities they provide in order to adapt the provision to meet the needs and interests of the children. Staff meetings are held twice a term which provide staff with the opportunity to reflect on their practice and contribute to self-evaluation. For example, the tea time routine has been reviewed several times until staff found the best way to

manage it. As a result, it now runs very smoothly and maximises the opportunities to promote children's health and independence. Staff also attend network meetings with other after school clubs. They report that these are very useful for sharing ideas and good practice, thus contributing to staff's continuing professional development. Parents wholeheartedly comment that they are very satisfied with the flexible service and approachable staff. It is evident that they feel well informed and that the provision very much meets their needs. All parents spoken to report that their children are very happy to attend the club.

### **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>	EY412469
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	879750
<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>	25
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Margaret Ann Hart
<b>Date of previous inspection</b>	01/11/2011
<b>Telephone number</b>	07989 346 814

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## Type of provision

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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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