

Time Out Club (Bricket Wood) Ltd

TANNERS WOOD JUNIOR AND INFANT SCHOOL, Hazelwood Lane, Abbots Langley, WD5 0LG

Inspection date

04/06/2014

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

- Children's learning at school is complemented very well in the club. Staff work closely with their teachers and parents. As a result, children's needs are well met and they continue to develop their knowledge and skills.
- Staff demonstrate a good understanding of how to safeguard children. This means they are clear about how to respond should they be concerned about the welfare of a child in their care.
- The manager and her staff are very experienced practitioners. They use effective methods of teaching to help children manage their feelings and to treat each other with respect. As a result, they develop good social skills.
- Parents speak highly of the service provided and the varied range of activities that their children take part in.

It is not yet outstanding because

- There is scope to enhance the use of the outdoor area so that it offers rich, varied and imaginative experiences for children that further promote all areas of 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 spoke to the children and staff at appropriate times. She observed children's play and staff interactions during meal times and in the indoor and outdoor play areas.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation used to provide information to parents.
- The inspector took account of the views of parents through questionnaires and by speaking to them at collection time.

Inspector

Maura Pigram

Full report

Information about the setting

Time Out Club (Bricket Wood) Ltd (Tanners Wood School) was registered in 2013. It is one of three out of school provisions, which are privately owned by the providers. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Tanners Wood School, in Abbots Langley, Hertfordshire. The club serves the local area and is accessible to all children. It operates from a base room in the school. Children also have use of the enclosed outside play areas. The club employs four members of childcare staff. This includes one of the owners, who is also the manager. Two staff members have an early years qualification at level 3. The other two staff members have a recognised qualification at level 2. The club receives support from the local authority. It opens Monday to Friday term time only from 7.30am to 9am for breakfast club and from 3.15pm to 6pm for the after school club. Children attend for a variety of sessions. There are currently 58 children attending, seven of whom are in the early years age group.

What the setting needs to do to improve further

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

- enhance the outdoor area so that it is reflective of the wide range of experiences indoors, to offer rich, varied and imaginative experiences that promotes all areas of learning even further.

Inspection judgements

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

Children enjoy their time at this club and have lots of fun to complement the learning that takes place at school. The manager and her staff are very experienced. They have a secure knowledge of the Statutory framework for the Early Years Foundation Stage. Staff give good focus to enable children to have ownership of their club. For example, they follow children's lead and ensure resources that they enjoy are set up for them. In addition, a wide range of interesting and challenging adult-led activities are provided. This contributes to children being active learners and helps them to make good progress in their learning and development. For example, on arrival children quickly settle to activities that interest them. They are able to easily choose additional good quality resources from the storage cupboard. Children concentrate for long periods of time at activities of their choice. For example, they make complex friendship bracelets using looms and elastic bands. They also build models using popular magnet resources. These activities contribute to developing small hand muscles important for good hand writing skills. On completion of their tasks, children confidently discuss their creations with interested staff members. This supports children's communication skills and their personal, social and emotional development.

Children enjoy outdoor play and can freely choose between playing indoors or outdoors. Their physical skills are supported through team games, such as, cricket and football. Younger children enjoy riding scooters and confidently use the climbing apparatus. Children recently enjoyed planting a variety of plants including beans and peas. These are grown outdoors and indoors and are imaginatively displayed. During this time children learn about the development of plant roots and create art work related to the topic. This challenges children's learning and supports skills that they use in school. However, the outdoor area is not used frequently enough to fully support children's development across all areas of learning. This is because the outdoor play focus is mainly on physical development. As a result, children who enjoy other aspects of learning, such as, imaginative or constructive play, are not consistently provided with sufficient opportunities to do these play activities outdoors.

The manager assesses children's learning and development very well. For example, she observes children as they play and keeps a written account of each one's progress. She is a very good role model and uses effective teaching strategies to ensure children remain focused on their desired tasks. There is a strong partnership with children's teachers. For example, they regularly share children's progress files. Teachers contribute to these so that there is joint partnership working towards children's identified next steps in their learning. This leads to the planning of fun, interesting and challenging activities that support children's ongoing learning at school. Parents receive frequent information about their children's progress and welfare needs. They are encouraged to contribute to their children's learning through daily discussions and the sharing of information about their children's achievements outside of the club. In addition, photographs of activities are shared along with ideas to support community events, such as, the annual village carnival.

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

Children are engaged in their play and have very warm bonds with the staff who care for them. They are happy and secure because the club establishes positive and trusting relationships with parents and children from the start. For example, detailed information is obtained from parents about their children prior to them starting at the club. Ongoing discussions ensure any changing care or learning needs are well known and fully supported. As a result, staff know children very well and ensure their individual needs are effectively met. There is a well-established key person system for the younger children, which effectively supports their emotional well-being. New children are buddied up with another child when they first start. This further supports their personal, social and emotional development and helps them to settle quickly. The key person collects the children from their class at the end of the day. As a result, the transition from school to the club is managed effectively. Children are supervised at all times to ensure they are kept safe. The club offers a range of good quality resources and activities for children. These are carefully selected to meet their stage of development and particular interests. In addition, the manager buys additional resources that are popular with the children. Good use is also made of re-cycling materials so that these can be used in activities. This helps to add to the overall sustainability of the club.

Staff work well together and adopt a consistent approach to children's behaviour. They praise children for their achievements and use effective strategies to help them manage their emotions. For example, they listen attentively and place a strong emphasis on supporting children in resolving their own issues. This provides them with important social skills as they grow and develop. Staff also work closely with children's teachers and parents so that there is a good continuity of care. Overall, children behave well because they are engaged in their play. Older children are encouraged to show a caring and supportive attitude towards the younger ones. For example, they are reminded to consider younger children's needs when playing ball games. Staff effectively support children in learning about personal safety. For example, children willingly tidy away floor games, such as, construction toys, when they are finished playing with them. They understand that this prevents others from tripping and hurting themselves. This also contributes to children learning to care for their environment. Children move around the indoor and outdoor spaces confidently. During outdoor play, they take safe risks in their play and negotiate space well when riding scooters. In addition, they know to give each other space when using the climbing frame and slide. As a result, they show that they are considerate to each other.

Staff promote children's health well. They benefit from fresh air when they play outdoors. This also promotes their physical development. However, not all children take part in the current range of activities offered in this area. Therefore, some children spend less time outside and do not benefit from as much fresh air as possible. Children's independence is well promoted. For example, they are very involved in the preparation of their meals and pour their own drinks. Children are offered a selection of nutritious hot and cold options for breakfast and tea. Meal times are a sociable occasion. Children sit at tables, sharing their news and talking about their day. Staff sit with the children and show that they are interested in everything they say and do. This promotes children's self-esteem. Fresh fruit and vegetables, such as, carrot and cucumber are available at all times for children to help themselves. Staff are very aware of dietary needs and preferences. Regular discussions with parents means that there is a continuity of care so that children's needs are well met. Good hygiene practices are promoted through daily routines. For example, children know to wash their hands before eating. They are able to rest on cushions or chairs as and when they need to.

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

The manager has a secure understanding of her role and responsibilities to meet the requirements of the Early Years Foundation Stage. She is an experienced practitioner and a very good role model. She leads her team well so that they aim to provide a high quality service for children and their parents. Close communication means that all staff members are aware of their duties. They supervise children well, without jeopardising their independence. Staff ensure they are always aware of children's whereabouts. They have a good understanding of how to safeguard children. They are clear about the procedures to follow if they have any concerns about a child in their care. They attend regular training to

ensure their knowledge is up to date so that children are protected. The premises and gates to the playground are kept secure and collection times are well managed. The manager follows safe recruitment procedures. This contributes to ensuring that all those working with children are safe to do so. As a result, children's welfare is protected. Regular meetings, appraisals and clear supervision means that further ideas for improvement are regularly shared.

This is the provision's first inspection. The manager has a good understanding of the skills of her staff. She works closely with them so that children's needs are met. The manager monitors children's assessment and planning effectively to ensure that activities are fun and support children's learning needs. The overall monitoring of the club is an ongoing process. The views of parents and children are obtained through questionnaires and discussions. The manager also works closely with other professionals, such as, those from the local authority. As a result, staff benefit from additional ideas and positive input. This further enhances the care and learning opportunities provided for the children.

There is a strong partnership with parents. They state that they are very happy with the provision and that it has grown from strength to strength. They say that their children love coming and often do not want to leave at collection time. A welcome pack about the organisation of the club is provided so that parents are familiar with the policies and procedures. Regular newsletters contributes to the good communication between all parties. Since registration the manager has developed a very good partnership with staff within the school. They regularly share information about the individual learning and welfare needs of each child. This means that there is a continuity of learning and development across the two providers. The manager is very aware of the importance of continuing to work closely with other professionals.

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 | EY470253 |
| Local authority | Hertfordshire |
| Inspection number | 948988 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 32 |
| Number of children on roll | 58 |
| Name of provider | Time Out Club (Bricket Wood) Limited |
| Date of previous inspection | not applicable |
| Telephone number | 07956306201 |

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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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