

Fusion Childcare Services

The Grove Infant & Nursery School, Dark Lane, HARPENDEN, Hertfordshire, AL5 1QD

Inspection date	24/04/2013
Previous inspection date	13/06/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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 is satisfactory

- Staff support children by providing a varied range of interesting and fun activities. For example, children are challenged as they learn to play golf and enjoy pretending to be spies as they use small dust brushes to look for finger prints.
- Children are happy and relate well with all staff and their peer groups.
- Children behave well and happily form orderly queues at meal times.

It is not yet good because

- Children's well-being is not fully supported as they are not linked to a key person with whom they can build a strong bond, which helps them settle and feel secure.
- Activities are not always effectively organised because, occasionally, older children take control. This impacts on younger children's learning as they have limited opportunities to be fully involved in the experience.

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 children in their play activities both indoors and outdoors and talked to some of them.
- The inspector spoke to a selection of staff and had individual meetings with the manager and with the registered individual.
- The inspector sampled a selection of the club's documents and some of the children's personal records.
- The inspector spoke to some parents and took account of their views.

Inspector
Suman Willis

Full Report

Information about the setting

Fusion Childcare Services was registered in 2011 on the Early Years Register and voluntary and compulsory parts of the Childcare Register. It is a breakfast and after school club run by a limited company. It operates from the main hall, dining area, classroom and library corridor within the Grove Infant School. Children have supervised access to an outside play area consisting of the playground and playing fields.

There are currently 139 children aged between four and ten years on roll, all attend for a variety of sessions. The out of school club employs 11 staff of whom three hold appropriate qualifications and three are working towards a qualification. The club operates Monday to Friday during term time from 7.45am to 8.50am and from 3.15pm until 6.15pm. The group supports children with special educational needs and/or disabilities and children who have English as an additional language.

What the setting needs to do to improve further

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

- ensure that all children in the early years age range are assigned a key person to enable them to build a relationship with one individual person so that they are fully supported in their learning and development.

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

- ensure that during organised activities, children are grouped according to their age and stage of development so that their learning and enjoyment is maximised.

Inspection judgements

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

Staff are suitably qualified to plan a broad range of fun activities both indoors and outdoors. They have sufficient knowledge of how children learn and interact well with them to support their learning and development. Links between the school and the after school club enable staff to plan themes in line with the educational programme provided by the school. For example, during the school topic of transport a group of children at the club collectively made a large cake in the shape of a car. This helps to extend children's knowledge and understanding and reinforces their learning while providing continuity.

Activities are suitably organised to give children a broad range of experiences and allow them to play in a relaxed atmosphere after a busy day at school. For example, children's interest is sustained as they take part in a golf tournament and are rewarded for their success. Children enjoy developing their exploring skills as they pretend to be spies using magnifying glasses and dusting for finger prints. However, the structure of group activities is, on occasions, not effective in challenging younger children because older children take the lead, for example, during a baking activity. Children's communication is fostered well as they talk to staff about their day and about their likes and dislikes. Their understanding of weight and measures is promoted during cooking activities and children use their creative skills well as they decorate their freshly baked biscuits. Older children sit calmly in the playground as they share books with younger ones. Their writing skills are extended as they carefully draw pictures using stencils, crayons and colouring pencils.

Staff work closely with parents and the school to provide appropriate support by helping children with their homework. Information is suitably shared informally between staff and parents to provide continuity of care and learning. This, combined with the links formed with the reception class teacher, suitably prepares children for their next stage of learning.

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

Children are happy and feel secure because of the links formed between the club staff, parents and school. Parents provide valuable information about their children to the club. However, children are not provided with a key worker when they start at the setting. This means that they are not forming suitable attachments to ensure their individual needs are consistently met and their learning promoted as well as possible. Transition between the club and school is appropriately supported because all staff have developed a good relationship with the teaching staff in the school.

Children are becoming confident and interact with staff and their peer groups well. They behave well because they all work together in setting behavioural boundaries. Staff are good role models and provide a calm environment. For example, children form an orderly queue at meal times. They learn to negotiate boundaries and rules amongst their peer groups as they play running games outside and as they construct and build with building blocks. Children share and take turns with ease at the cookery table. They have a clear understanding of boundaries to ensure that they stay safe. For example, staff use walkie-talkies to inform each other about children's movements between indoor and outdoor play. They are also suitably deployed and use their observational skills effectively to avoid accidents. Staff demonstrate a sound understanding of child protection and know what to do should the need arise.

Children's health needs are suitably promoted as they are provided with healthy and nutritious meals, such as cooked pasta, sandwiches and fruit. Drinks are left out for them to manage their own thirsts. They have regular exercise as they participate in outdoor activities, such as tennis, football and golf. Children manage their own personal hygiene and are, occasionally, reminded by staff to wash their hands before taking part in cooking

activities. Staff work closely with parents to ensure that children's dietary needs and food allergies are suitably managed.

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

All staff work, mostly, well as a team and regular meetings ensure that they are all aware of the running of the group. They feel that they make a full contribution to the running of the club. Staff are suitably monitored and underperformance is tackled. Regular appraisals are effective in highlighting training needs to ensure that staff continue to be suitably qualified to meet the needs of the children. For example, there are currently three members of staff who have appropriate qualifications and three are working towards them. Child to staff ratios are maintained to ensure children's safety. Most staff have an up-to-date knowledge of first aid and safeguarding children. Systems to evaluate practice are suitable and self-evaluation includes the views of the parents and children.

Staff, mostly, understand their roles and responsibilities to ensure that the provision meets the safeguarding and welfare requirements. They, and others connected with the group, are suitably vetted to ensure that they are safe to be around children. Their knowledge of child protection is sound and their policy and procedure is in line with the Local Safeguarding Children Board guidance. Policies and procedures are regularly reviewed and appropriately shared with parents to ensure that everyone understands them.

There are well-established partnerships with parents and staff at the school. The club's website is well maintained to ensure that information for parents is up to date. Children's individual needs are suitably shared with those involved in their care to ensure children are supported. Partnership, generally, works well between parents, external agencies and others to meet the diverse needs of all children. Procedures to support children with special educational needs and/or disabilities and for children who have English as an additional language are understood by all staff.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY440436
Local authority	Hertfordshire
Inspection number	909844
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	139
Name of provider	Fusion Childcare Services
Date of previous inspection	13/06/2012
Telephone number	07879811927

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

