

# Spring Meadows

The John Warner School, Stanstead Road, HODDESDON, Hertfordshire, EN11 0QF

<b>Inspection date</b>	08/09/2014
Previous inspection date	27/09/2013

<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

- The management and staff understand and implement robust policies and procedures to effectively safeguard children.
- Staff are very caring and attentive to the children and get to know them well as individuals. There is a strong partnership with parents. As a result, children are happy, confident and emotionally prepared for their future learning.
- Teaching is good as staff plan a varied and imaginative programme of activities in response to children's interests.
- Staff value children's thoughts and ideas. They give them opportunities to revisit their learning, for example, storing their artwork and models for them to finish at a later time.

### It is not yet outstanding because

- The management and staff have not extended the already effective systems for sharing information with Reception class teachers to all the schools that children in the early years age range attend. Therefore, continuity of learning is not fully promoted for all children.
- The routine at the beginning of the session is not always efficiently organised and this occasionally means that children become restless and distracted while they wait for staff to set up.

## 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 club and talked with the staff.
- The inspector viewed the areas of the premises and outside areas used by the children.  
The inspector checked evidence of suitability of staff members, and looked at children's assessment records, planning and a range of other documentation, including the safeguarding procedures.
- The inspector spoke to parents and took account of the views of parents, recorded on questionnaires.
- The inspector discussed the provider's self-evaluation.

## Inspector

Lindsay Hare

## Full report

### Information about the setting

Spring Meadows afterschool club was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a classroom, within The John Warner School in Hoddesdon, Hertfordshire. The club is one of three privately owned settings. The club serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The club opens Monday to Friday, term time only. Sessions are from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 58 children on roll, of whom five children attending are in the early years age group. The club employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and 3, including one member of staff with Qualified Teacher Status.

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

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

- review the organisation at the start of the session when staff are setting up, in order to reduce waiting times and prevent children becoming restless
- strengthen relationships with all schools that children attend to ensure that there is two-way communication between the club and class teachers so that all children are fully supported in the continuity of their learning.

## Inspection judgements

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

Children are making good progress as a result of the support and encouragement offered by staff. The staff have a secure understanding of how children learn and therefore, are able to incorporate all the areas of learning in children's play. All children in the early years have a key person who takes account of their interests. This is reflected in the activities on offer to ensure that there is a balance of enjoyable and challenging play experiences. For example, children were keen to work together making bands out of small elastic hoops. Staff use effective teaching strategies and consistently ask children questions that encourage them to think for themselves and to solve problems. For example, while constructing models, staff encourage children to consider what to use to stick the boxes. Staff listen to children as they read their school reading books and support them with their homework. There is a wide range of books available which are rotated to sustain interest. Also, staff make a comfortable area for children to go and sit and look at books if they choose to. Children are encouraged to sound words and form letters correctly as they write the snack on the wipe board and then write their name against their choice. This means they are developing the skills they need for future learning. Staff ensure that all

children feel included and their views and ideas are valued. For example, they are able to display their work in the gallery. Older children regularly comment that they like the learning journals, belonging to the children in the Early Years Foundation Stage. Therefore, staff have introduced personal scrapbooks for each child to display photographs of what they have been doing or examples of their work. Children remain busy throughout the sessions because the staff rotate the play materials to maintain their interest. Children also relish the freedom to choose additional items from the storage cupboard, which they identify in the resource book. However, due to the constraints of the premises, the routine is disorganised at the start of the session, which results in children sometimes becoming restless and distracted while they wait for staff to set up.

Children willingly engage in the adult-led activities with great enthusiasm. For example, they have fun exploring the consistency and texture of the jelly-like mixture and discuss why it feels warm to touch. Children also enjoy and involve themselves fully in art and craft activities, such as painting their own pottery mugs. They concentrate for long periods and become engrossed in carefully placing beads on a template to create pictures. When parents arrive to collect the children, staff give children the option of storing their artwork and models, to finish on their return to the club. This demonstrates staff's respect for children's thoughts and ideas. Staff encourage children to be involved in all parts of activities, for example, reading the recipe and deciding what they need before weighing out the ingredients to cook. Children practise taking turns as they play board games with each other and use the educational programs on the computer. Children experience simple science projects as they make a volcano and lava lamp. Consequently, children gain a range of skills to support their learning.

Daily communication ensures parents are kept fully informed about the organisation of the club and the planned activities. Staff observe children and share information with some Reception class teaching staff to identify the things that children do particularly well and to identify their learning priorities, so that they can work together. For example, information is shared regarding the under development of children's language skills. Staff support children to develop their vocabulary, giving them a role of snack monitor, asking children what they want for snack and then relaying this to staff. Parents are involved as they provide key information for the records when children join and they are able to view their children's observation records at any time. They comment on activities the children enjoyed in the holiday club and staff recreate these activities during term time, where possible. Consequently, children have lots of fun engaging in activities that interest and stimulate them.

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

Children are very confident and secure in the relationship they develop with their key person caring for them. There are good settling-in procedures to ensure that children feel a sense of belonging and many of the young children are siblings of children already attending and are, therefore, familiar with the setting. To help the transition from home to the setting, staff gather plenty of information right from the start to allow the key persons to offer personalised care routines that help children feel safe and secure. For example, staff ask parents to complete information about children's likes, interests, self-care skills

and any other provisions the children attend. Some of the staff also work at the various schools during the day, and therefore, have built relationships with the children in this capacity before they start at the club. The staff also share and pass on messages to and from school teaching staff in relation to children's individual care needs. Staff promote children's confidence, finding out about friendships beforehand to help the child to settle.

Children behave well because the staff provide good role models. For example, staff use strategies to encourage children to listen and be attentive, saying 'One, two, three, look at me, are we listening?' and children respond 'yes we are'. They promote positive attitudes through listening to children, respecting their views and offering consistent messages. As a result, the atmosphere at the club is very friendly and relaxed. All children show a good understanding of the importance of following good personal hygiene routines. For example, they are quick to show staff the soap test when they come back from washing their hands. They gain a positive understanding of healthy eating and are involved in growing various vegetables in the allotment, that they eat at snack time. Staff promote children's independence as they are encouraged to pour their own drinks and spread butter on their toast.

Staff provide plenty of opportunities for children to gain fresh air and exercise, as they use the outdoor area freely. Children eat their snack outside at the picnic tables if they wish and develop and extend their physical skills and agility, using various equipment outside. Reliable arrangements are in place to take and collect children to and from their primary schools. The youngest children wear high visibility jackets as they walk from school and staff discuss road safety and why they need to wear seatbelts, if travelling in the car. As a result, children gain an awareness of potential dangers and how to stay safe. Regular fire drills also help children understand how to swiftly evacuate the premises in an emergency, to keep themselves safe.

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

Since the last inspection by Ofsted, where the provider received a number of actions to improve, the setting has made considerable progress. The management and staff now have a secure understanding of the requirements of the Early Years Foundation Stage. There are very good procedures in place to ensure the children's safety, as staff undertake frequent and thorough risk assessments. Staff also complete daily checks of the classroom and other areas used by children. The provider implements robust recruitment and vetting procedures to ensure that all adults are suitable to work with children. Children are further protected because staff are fully aware of safeguarding procedures and know what to do if they have concerns about the children's welfare. Staff implement a procedure for the safe use of mobile phones and cameras in the setting. All the essential regulatory documentation is in place to promote children's welfare and safety, and staff complete a daily record of the children's hours of attendance, and record any visitors to the club. Staff ensure that the policies and procedures are on the website as well as available on site for parents to view.

Staff supervision and team meetings are held and staff regularly attend training courses to

update their knowledge and skills. Annual appraisals are used to identify training needs and staff receive support from the out of school development worker to develop their practice further. For example, staff now take a step back to observe children's play rather than always engaging with them, in order to see how they can best support them. Staff also visit other out of school provisions in order to share good practice with other teams. Most staff hold paediatric first aid, safeguarding and food hygiene certificates so they can deal with any eventualities regarding children's health and safety. The provider ensures there are safe procedures for collecting and transporting children from school, making sure there is at least one staff member who is first aid trained available during this time. Staff continually look for ways they can stimulate children's interests and promote their development. For example, staff attend lots of workshops on activities specifically for out of school clubs and bring these ideas back to use at the club. The staff regularly consult with children about the many aspects of the provision to ensure that the activities reflect their needs and interests.

Staff have good partnerships with parents and carers. Information is displayed on the noticeboard and website. Parents make positive comments on the service that the club provides and feel confident and happy for their children to attend. Effective links are established at some of the local schools that children attend to enable the club to complement learning in the classrooms, where children spend more time. However, these links are not as strong with some other schools. Therefore, not all children in the Early Years Foundation Stage, who attend the club have the same level of continuity in their learning. The management and staff are committed to making continuous improvements to the service they offer children and their families. All staff are involved in evaluating the provision and the views of parents, children and other agencies, such as the out of school development worker, is used to contribute to the improvement plan. For example, staff changed the snack they offer because of feedback from parents, that children were not eating their evening meal when they got home. From children's views, and after observing their play, staff move tables to provide more floor space for children. As a result, the club is continually evolving to meet the needs of the children even more effectively.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY412749
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	963396
<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>	16
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Louise Anne Prior
<b>Date of previous inspection</b>	27/09/2013
<b>Telephone number</b>	07738570321

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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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