

The Abbots Langley After School Club

Abbots School, Parsonage Close, ABBOTS LANGLEY, Hertfordshire, WD5 0BQ

Inspection date

Previous inspection date

11/09/2014

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

- The qualified staff understand how children learn through well-planned, good quality play experiences. They use a range of teaching methods to support children's learning and to build on the skills they have acquired in school.
- Staff have developed strong bonds with the children. As a result, children have very good personal and social skills. The buddy system helps young children to feel valued because older children are excellent role models and help them to settle at the club.
- Staff support children in writing the rules of the club so they are fully aware of what is expected of them. As a result, children learn to take responsibility and their behaviour is good.
- Staff have a good understanding of safeguarding issues. Consequently, children are safeguarded and their well-being is promoted to a good level. Robust safeguarding and recruitment procedures help to ensure all adults working with the children are suitable to do so.

It is not yet outstanding because

- Opportunities to extend children's independence are not fully promoted, for example, by taking responsibility for peeling fruit, pouring drinks and helping to clear away at the end of snack time.

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 talked to children to find out about their interests and what they enjoy doing at the club.
- The inspector watched children have their tea, take part in activities in the dining room and the outside play area.
- The inspector carried out a joint observation with the registered provider.
- The inspector checked evidence of the suitability and qualifications of the staff team.
- The inspector spoke to the registered provider, manager and other members of staff about how they address the care and learning needs of the children attending the club.
- The inspector sought the views of parents as they collected their children from the club and from their comments in the parent survey.

Inspector

Tina Kelly

Full report

Information about the setting

The Abbots Langley After School Club was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Abbots Langley School, on the outskirts of Watford in Hertfordshire, and is overseen by the registered provider. The after school club serves the local area and is accessible to all children. It operates from the dining room, hall and library areas of the school and there is an enclosed area available for outdoor play. The registered provider employs five members of childcare staff. All staff have appropriate qualifications and experience to work with children at an after school provision. The club opens Monday to Friday term time only from 3.20pm until 6pm. There are currently 50 children on roll, of whom nine children attending are in the early years age group. The club is a member of the Out of School Alliance.

What the setting needs to do to improve further

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

- extend children's life skills, especially at snack time, by promoting their independence, for example, by taking responsibility in peeling their own fruit, pouring drinks and helping to clear away.

Inspection judgements

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

Staff at the setting plan and provide a broad and challenging range of play, sporting and art activities for children of all ages. Staff demonstrate a very good understanding of how children learn through good play provision. Activities are based on themes, which reflect the children's interests and complement school projects. A key person is allocated to children in the early years age group and those new to the setting. They share the detailed settling-in process, observations and assessments with parents to ensure children are happy and settle quickly at the club. Storage at the club is limited; a toy menu has been created by staff with photographs and written descriptions of the toys that are available from the cupboards. Children know they can select toys and games from the storage containers that correspond to the pictures on the menu. The written plans on display and access to labelled storage containers support children's early reading skills, which enables them to make choices about what they want to do. Children clearly enjoy using the tablet computers. These are loaded by staff, with appropriate, popular games, which support all areas of learning. Children are very competent in using the small buttons to move the characters and use the design application to draw and colour. They use their early reading skills to follow the instructions at the start of a game; they count and try to predict where characters will move to and what will happen next.

Children are very happy and chatty as they come into the club. They settle quickly to the table top activities and onto the mats and cushions in the book area and rugs set out for floor play, such as, construction bricks, doll's house and farm. There is a flexible daily routine, which is on display so children know what activities they can take part in each day. Outside play is planned into each session, and the main hall is used in poor weather. Access to the extensive school grounds has to be managed as due to the position of the dining room, children are taken through the school to take part in outside play. Children are asked if they would like to be in the first group of children to play outside. They are very keen to line up and be escorted by staff to the large playground and adventure play apparatus. Young children are extremely well supported by their buddies who encourage them to join in games of chase and ball games. Children have many different opportunities to take part in games and activities, which support their physical skills and confidence.

The well-qualified, motivated staff team and good quality resources promote children's learning through play to a very good level. Staff are aware of the individual needs, likes and dislikes of the children in their care. They organise the activities and groups of children to ensure that they all feel secure and thrive in this busy, well-organised club. As a result, children develop a very positive attitude, which supports them in being successful in their future learning in school.

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

Staff are aware of the short time they have to support children's personal and social skills during the after school session. Each child is allocated a key person, which helps to monitor their well-being and emotional needs. A very effective buddy system has been established. Older children are designated buddies to children who are new to the club. They take responsibility for the young children and encourage them to be involved in the activities and they help them at snack time. The older children take great pride in being chosen, they wear their identity badges and ask for a meeting so they can organise their groups of children. All children demonstrate very good personal and social skills, which are supported and extended by members of staff who listen to the children and value their comments and ideas.

Children learn about a healthy lifestyle through daily routines and planned activities such as making fruit kebabs and healthy pizzas. Snack time is well-organised, children bring food from home, they collect their lunch boxes and join staff to sit in their key groups. Staff talk about the food in each child's lunch pack, and at this time they monitor the contents to ensure it does not contain nuts. Each child is given a reward point for the healthy foods, such as, fruit, healthy sandwich fillings, drinks of water and low sugar fruit drinks. The points are recorded by the key member of staff and the children help to add up the total. Each team vies to win the most points so they can choose a special activity at the end of term. Posters and information on the children's display board are used to reinforce their understanding of a healthy lifestyle and further support their reading skills. However, children's independence is not always fully promoted at this time. Children do not always take responsibly for unwrapping their own food, peeling tangerines and bananas, pouring drinks and helping to clear away and wipe the tables after snack time

and cooking activities.

Outside play and physical development is high priority and planned into the daily routines for all children. A wide range of resources that support and extend children's physical and sporting skills are readily available. The dining room, library, main hall and spacious school grounds are an appropriate environment for children to take part in a range of challenging and interesting activities. These opportunities support and develop the skills children need to make good progress in their learning and life experiences.

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

The leadership and management of the club are good. There is a well-defined management system to support staff. All adults put safeguarding at the forefront of their work. They can readily identify signs and symptoms, which may give cause for concern about a child's welfare. The registered person and manager are designated persons for safeguarding. All staff are required to attend the local authority online safeguarding course as part of their induction. Information and contact details for the Local Safeguarding Children Board are readily available for both staff and parents. Rigorous recruitment procedures, vetting and a thorough induction process, help to ensure all staff working with the children are suitable to do so. Staff wear easily identifiable uniforms and identity tags so children know whom they can ask for help or share any problems. Staff use detailed risk assessments to help to monitor the building and outside areas. When playing outside, children wear high visibility tabards, so that they are easily identifiable from other children on site, taking part in school activity clubs. Staff carry walkie talkies so they can quickly make contact with other staff when needed. Robust procedures are in place to collect children at the beginning of the session, from around the school. Staff manage routines at home time well. Parents provide passwords and there is a detailed register for parents and carers to sign out to help to ensure the safety of children at all times.

The club has a very good working relationship with the host school. Key members of staff have close links with teachers to help to ensure they support children's developing skills effectively. Although there are no children currently attending the club who have special educational needs and/or disabilities, staff have a good understanding of the support available from children centre services and other professionals. This ensures all children and their families receive appropriate support when needed. The registered provider evaluates the overall practice and opportunities for children through regular staff meetings and appraisals. The information is used to identify staff training, to plan for future activities and to review the resources to ensure the club continues to provide a good quality provision for children and their families.

The partnership with parents is strong. The staff value parents comments and parents spoken to at the time of the inspection said they are very happy with the activities their children take part in, they value the support of staff and say their children often do not want to go home. An informative, weekly newsletter, website, emails and text messages are used to share information. Up-to-date policies and procedures are readily available

and important information is on display so parents are fully informed about club news and aspects of their children's learning and care.

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

Unique reference number	EY472334
Local authority	Hertfordshire
Inspection number	961527
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	50
Name of provider	Holly Janina Elsworth
Date of previous inspection	not applicable
Telephone number	07912602833

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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.

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.

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