

Knebworth Out of School Club

Knebworth School, Swangleys Lane, KNEBWORTH, Hertfordshire, SG3 6AA

Inspection date	14/10/2014
Previous inspection date	23/09/2008

The quality and standards of the early years provision	This inspection:	
	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		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 requires improvement

- Staff promote children's independence well. They encourage children to make choices about their play and manage their self-care skills effectively.
- Partnership with parents is good. The management use the views of parents in their evaluation, to make improvements to the practice and provision that benefits all the children.
- Staff form close, warm attachments with children. There are clear settling-in procedures to ensure that children's needs are met effectively.
- Staff have a secure knowledge and understanding of child protection and there are robust safeguarding procedures in place to protect children from abuse or neglect.
- Staff listen to children and show an interest in what they say and do. They encourage them to share what they have learnt in school. Consequently, children's self-esteem is promoted well.

It is not yet good because

- Staff do not record the hours of children's attendance. Therefore, children's safety is compromised because there is an inaccurate record of who is present at the club at any one time.
- Children are not able to easily select and enjoy books because the book area is disorganised and uninviting.

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

Inspector

Lindsay Hare

Full report

Information about the setting

Knebworth Out of School Club was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Knebworth primary school in Knebworth, Hertfordshire. The club is privately owned and managed. The club serves the local area and is accessible to all children. It operates from a classroom within the school and there is an enclosed area available for outdoor play. The club opens Monday to Friday, during term time only. Sessions are from 8am until 9am for the breakfast club, and from 3.15pm until 6pm for the after school club. Children attend for a variety of sessions. There are currently four children attending who are in the early years age group. The club supports children who speak English as an additional language. The club employs five members of childcare staff. Of these, four hold appropriate early years qualifications at levels 2 and 3.

What the setting needs to do to improve further

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

- ensure that a daily record of the names of the children being cared for on the premises and their hours of attendance is kept.

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

- review how the books are organised to make them more inviting, and encourage children to easily select books to look at and enjoy.

Inspection judgements

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

Staff offer lots of support and encouragement to the children attending the club. They know the children well and have a secure understanding of how children play and learn. Therefore, staff are able to provide a wide range of stimulating and interesting activities that incorporate all the areas of learning. All children in the early years have a key person who takes account of their interests. Staff consistently ask children questions that encourage them to think for themselves. For example, staff talk to them about how to solve an argument, using questions like 'what can we do to make sure this doesn't happen?'. Children's independence is fostered well. For example, staff encourage a younger child to do the buttons up on her cardigan, talking to her about how to push the button through the hole and giving her lots of praise when she manages it. Staff support children's own initiative and choice. For example, they provide a wide selection of boxes for children to use and let them decide how to use these, resulting in children making their

own suit of armour. Children enjoy using chalk to draw around each other and staff on the playground. Young children are heard saying excitedly 'I want lots of me'. There is a dedicated quiet area with a selection of dictionaries, encyclopaedias and other research books to help children who wish to complete their homework at the club. Staff are also available to support children, listening to them read their school reading books and do their spellings. Children make lots of choices throughout the session, for example, they decide which additional resources to get out and, when they are hungry, help themselves to snacks. Children initiate their own games and patiently take their turn. For example, a group of children start off playing a popular game and then decide to change the instructions, seeing how many 'monkeys' they can hang on the branches all together. They are observed telling a child, who has just joined the game, 'you go first, as you've just started'. Children are encouraged to extend their writing as they write their name on their pictures and use the magnetic board to make marks. Staff support younger children to develop their pencil control and letter formation, encouraging them to trace over the dots to form their name. 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, children are regularly asked their opinion. In addition to this, staff have put posters around the room to offer them options on how to solve disputes or request assistance from staff. Children remain busy throughout the sessions because the staff rotate the play materials to maintain their interest. Children also relish the freedom to select additional items to play with, if they wish. However, the poor organisation of books, means that these are uninviting for children and they miss opportunities to select books of their choice and enjoy looking at them.

Children willingly engage in activities with great enthusiasm. For example, they have fun playing bat and ball with a member of staff and then continue this game with another child. They use containers to catch the rain as it comes off the canopy and then measure the amount of water they each have. Staff are interested in what children have to say, for example, younger children proudly discuss the award they have received in nursery. Older children are keen to tell staff what they have been doing at the various clubs they attend straight after school. Children also enjoy and involve themselves fully in art and craft activities. For example, they decide to make their own spiders, exploring their own techniques, scrunching up paper and finding the materials they need. Staff support younger children to make their own models of owls for their Halloween display. When parents arrive to collect the children, staff give children the option of storing their models to finish on their return to the club. This demonstrates staff's respect for children's thoughts and ideas.

Daily communication ensures parents are kept fully informed about the organisation of the club and the planned activities. Staff observe young children and share information with the teaching staff from the school to ensure they can work together to meet the individual needs of each child. Parents are involved as they provide key information about their child when they start at the out of school club and they are able to view their children's observation records at any time. Regular newsletters ensure that parents are informed of what is happening at the club and children regularly share the work they have been doing in school. For example, children bring in their models of Tudor houses they have been making as part of their topic on the Great Fire of London. 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 happy and form close attachments with both their key person and all the other staff members. There are good settling-in procedures to ensure that children feel a sense of belonging. Many of the young children are siblings of children already attending and are, therefore, familiar with the setting. To help the move from home to the setting staff initially gather plenty of information, including home language, likes and interests, to allow the key persons to offer personalised care routines. They also ask parents for permission to share information with other provisions that children attend, to support children's individual needs through shared information. Staff promote children's confidence by finding out about friendships beforehand to help them to settle. Children who speak English as an additional language are supported well. Staff ask parents for key words and how to pronounce them, and work with the school to support them in aiding communication and language skills.

Children behave well because the staff provide good role models. For example, staff and children regularly discuss the rules; children indicate their agreement with the rules by writing their name on a 'star', to display alongside them. Staff 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 wash their hands before snack and learn about how to keep their teeth healthy, recording their weekly teeth brushing and exploring a model of the mouth and teeth. They gain a positive understanding of healthy eating and independently make sandwiches, spread butter on toast, and pour their own drinks at snack time. Staff promote children's independence further as children make choices about what they want to create and staff explain where they can find all the materials they need.

Staff provide plenty of opportunities for children to benefit from fresh air and exercise because they use the outdoor area freely. Children can access the outside area, even when the weather is poor, because a canopy is now in place. They are also able to use the field, at times, to develop and extend their physical skills and agility using various equipment. Reliable arrangements are in place to take and collect children to and from their primary schools. Children are familiar with the evacuation procedure and young children take delight in carrying out a risk assessment of the playground with a member of staff to develop their awareness of keeping safe. However, the systems for recording their attendance accurately are not in place, to ensure that all staff are able to follow robust procedures in the case of an emergency situation. Consequently, children have a false sense of security within the club.

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

The management and staff have a generally secure understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. There are good procedures in place to ensure that children are protected from abuse. Staff demonstrate that they can

recognise the signs and symptoms of abuse and neglect. They follow clear safeguarding procedures and know what to do if they have concerns about the children's welfare. Staff also implement a clear procedure for the safe use of mobile phones and cameras in the setting. The manager and staff use robust recruitment and vetting procedures to ensure that all adults are suitable to work with children. She ensures that all staff complete a Disclosure and Barring Service check before they start at the club. They also sign an agreement to disclose any information that could bring their suitability into question during their employment. The staff complete comprehensive risk assessments of all the areas used by children. Daily checks are conducted in the morning, before the breakfast club starts, and again in the afternoon before children arrive for the after school club, to ensure any hazards are minimised. The club has failed to meet one of the safeguarding and welfare requirements and this is also a breach of both parts of the Childcare Register. When children arrive at the after school club, staff mark them in and parents sign children out as they collect them. However, the hours of children's attendance are not recorded and therefore, there is not an accurate record of who is present at the club at any one time. Consequently, children's safety is compromised.

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 the provider supports staff to further their qualifications. For example, two apprentices who work at the club are studying for qualifications at levels 2 and 3. Most staff hold paediatric first-aid, safeguarding and food hygiene certificates so that they are adequately prepared for their roles. Staff collect younger children from their classes after school and check that those children attending extra-curricular clubs before they arrive at the out of school club are present. Staff continually look for ways they can stimulate children's interests and promote their development. They have recently attended training on outdoor learning and a conference specifically for out of school clubs and bring these ideas back to use at the club. For example, staff have taken on the knowledge gained about the importance of children 'making their mark'. They regularly consult with children about the many aspects of the provision to ensure that children have a voice.

Staff have good partnerships with parents and carers. Information is displayed on the notice board and website, and regular newsletters are sent out. Parents make positive comments on the service that the club provides and feel confident and happy for their children to attend. For example, they describe the staff as 'amazing' and comment that their children are reluctant to leave, when they collect them, because they are so involved in the activities available. The staff have effective links with the school they serve. Some staff also work in the school which means that partnerships are already established. This enables the club to complement learning in the classrooms where children spend more time. Staff also discuss children's care and learning with other early years providers. For example, there is an exchange of information between the club staff and childminders, on arrival, to discuss how the child's day has been so far. 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 and children are used to contribute to the improvement plan. For example, feedback from parents and children in the form of annual questionnaires is collated to identify areas that can be improved. The management review these and respond to parents about how they have addressed any issues that arise. In response to parents' comments, a bell is installed

on the gate to alert staff that parents have arrived at the end of the session. Staff listen to children's views, for example, staff provide carrots at snack time for a child who particularly likes them. 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

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

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	146768
Local authority	Hertfordshire
Inspection number	871008
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	72
Name of provider	Catherine Byron-Grange
Date of previous inspection	23/09/2008
Telephone number	01438 817014

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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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