

CHIPS Saturday Club

The Sele School, Welwyn Road, HERTFORD, Hertfordshire, SG14 2DG

Inspection date	17/10/2014
Previous inspection date	25/02/2012

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		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

- A wide variety of interesting and stimulating experiences are available for children to take part in. Consequently, they enjoy coming to the club and are motivated to try and take part in new activities appropriate to their individual needs.
- The children are welcomed into a warm, friendly setting where they are valued and included to ensure none are disadvantaged. Children of all ages are well cared for and staff are caring and sensitive to children's individual needs.
- Staff have a very good understanding of how to safeguard children. They know how to recognise signs and symptoms of abuse and neglect, and know what action to take to keep children safe.
- The partnership between the manager and parents and carers is very effective, because the manager liaises closely with families prior to children starting. Consequently, good communication links are established early on, which helps to meet children's needs.

It is not yet outstanding because

- Links with other providers to obtain even more information regarding children's learning and development are not yet fully established. This means that planning for these children is not always sufficiently precise to fully enhance their learning experiences.

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 viewed the areas where children play, inside and outside.
- The inspector discussed aspects of the setting with the manager, staff and volunteers.
- The inspector observed children as they played and took part in activities, independently and with adults.
- The inspector viewed regulatory documentation regarding children's details and a sample of relevant policies and risk assessments.
- The inspector viewed and took account of evaluative information provided by parents, staff and volunteers.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

Inspector

Clair Stockings

Full report

Information about the setting

CHIPS Saturday Club registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of five settings organised by a voluntary committee of trustees. It operates from a children's centre, in the grounds of the Sele School, in Hertford. The club uses the playground and the school field. The club specialises in caring for children with special educational needs and/or disabilities, and their siblings. The club opens three Saturdays out of every four, during school term times. Sessions are from 10am until 12.30pm. It also operates a playscheme for three weeks during the school summer holidays, from 10am until 3.30pm. Children attend for a variety of sessions. There are currently 70 children attending, of whom three are in the early years age group. There are 11 members of staff, eight of whom have appropriate early years qualifications. The setting also has many volunteers.

What the setting needs to do to improve further

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

- enhance the communication links with other providers, so that even more information regarding children's developmental levels is sufficiently collected, to help plan more precisely, activities that enhance their learning opportunities.

Inspection judgements

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

All children are warmly welcomed and valued by the dedicated manager and her team of staff and volunteers. Children with special educational needs and/or disabilities and their siblings are able to attend, ensuring a fully inclusive play environment. Staff support each child well, readily finding additional resources for them if needed. Staff work hard to ensure the children have experiences over the different areas of learning suited to their individual needs and preferences. Information collected from parents and carers help key persons assess and plan adapted activities to enable all children to take part, building on children's likes, dislikes and particular interests. Staff observe and assess children and use the information to plan for their learning needs. However, information from other schools regarding children's learning and development is not as detailed, in order to help plan more precisely. This is so that activities enhance children's learning and fully complement their learning in school.

Staff provide a varied range of interesting play experiences, which ignite children's curiosity. Children make choices as they decide what they want to play with. Resources and activities are easily accessible and children confidently explore their surroundings to initiate their own learning. All children are able to relax or be active according to their needs. In the outside play area, the children can choose to play on wheeled toys or use

the equipment set out for them. Indoors they have opportunities to be creative by using a range of craft materials or play sport on the games consoles. Exciting outings to the local park and a trip on a narrow boat help children to gain an understanding of the wider world. Consequently, all children, including those with special educational needs and/or disabilities, make good progress in their development and are gaining skills to support their future learning.

Staff are deployed well to meet the needs of the children and are competent to follow children's interests and leads. They provide good support and interaction during activities. The good relationships between staff and children ensure children have a positive and enjoyable experience in the club. Children who are able to express their views state they like coming to the club and enjoy the activities and playing. Staff have an excellent relationship with parents who are kept informed of the children's activities each session. This regular information sharing contributes to consistency and positive outcomes for the children attending.

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

Children receive a warm welcome as they arrive at the club. Children have relaxed and easy relationships with staff and enjoy time to play with their friends as well as staff. Children settle extremely well because key persons are sensitive to their individual needs. Key persons are skilled at ensuring that children keep comfortable and safe, while enjoying the range of activities on offer. They respect and value each child as unique and skilfully tune in to meet their individual needs. The key persons have a high level of awareness of the needs of children with specific and complex needs, recognising when they are uncomfortable or need extra support. Close working arrangements with parents means staff are well aware of children's care needs.

Staff support children learning about healthy eating options at snack time because snacks include fresh fruit and a choice of milk or water. Children's social skills are developed as they sit alongside staff and chat together while having their snack. Children have the opportunity for fresh air and exercise as they play outdoors in the school playground and enjoy a number of resources, which helps them to be physically active. Staff encourage children to confidently manage their own basic hygiene needs, relative to their special educational need and/or disability, for example, hand washing after the toilet. Staff gently remind the children if they are doing something that could be unsafe.

Strong relationships and attachments between children and staff mean children show their emerging self-assurance as they ask staff for support when necessary. Staff manage children's behaviour in a way that promotes positive and safe outcomes. Staff are deployed well to ensure children benefit from the many activities. The high staff ratios mean that children can make individual choices about where they would like to play because there is a safe and sufficient amount of supervision available.

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

Very good safeguarding procedures help protect the children and staff have a very good knowledge of child protection and their roles and responsibilities. Robust recruitment procedures are in place and good staff induction and appraisal systems ensure staff have the necessary skills to work and develop in the club. Excellent adult-to-child ratios ensure children are very well supervised at all times. Thorough risk assessments are in place and effectively implemented to protect children's well-being.

The manager and leaders have a high level of knowledge and understanding of the Early Years Foundation Stage areas of learning and how children learn through play. The manager and team are well qualified, skilled at working with children with special educational needs and/or disabilities. This ensures a high quality, fun and inclusive club that operates efficiently, supporting a wide range of children and their families' needs. The organisation and planning for the club is extensive and thorough, meaning that children benefit in a safe, secure and stimulating environment that is fun and educational. Leaders and managers are consistently available and work with staff and volunteers to monitor the activities and experiences. This ensures that children benefit from a timetable of events that run smoothly and efficiently. Appraisals of staff are informal due to the times of operation and are used to identify training needs to support them in their role.

The manager continually critically reflects on the club throughout its operation. She meets with staff and volunteers to identify its strengths and areas that need improving. She works closely with parents and carers to ensure that the club has met theirs and their children's needs, gaining feedback through the use of evaluative questionnaires. Parents are extremely pleased with the care and support their children receive at the club, praising the caring and supportive staff team. Parents are kept well informed about the club routines and activities through the registration systems, information displayed on notice boards and through discussion with staff. Links with the local schools that the children attend continue to develop as the manager demonstrates an understanding of the importance of information sharing to ensure continuity of 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	465326
Local authority	Hertfordshire
Inspection number	869053
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	70
Name of provider	Children's Integrated Playschemes Committee
Date of previous inspection	25/02/2012
Telephone number	01992 534664

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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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