

# Re:play@Skyswood

Skyswood Primary School, Chandlers Road, ST. ALBANS, Hertfordshire, AL4 9RS

## Inspection date

04/11/2014

Previous inspection date

09/09/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Children make effective bonds and attachments with staff and peers. Therefore, strong relationships are formed. As a result, children are happy, settled and behave well.
- Partnerships with parents, carers and other providers where children attend are good. Information sharing is regularly encouraged to ensure that children are fully supported. As a result, children's overall well-being is good.
- Staff demonstrate a good understanding of how to protect the children in their care. They are aware of the signs and symptoms of abuse, and know the procedure to follow if a concern arose. Consequently, children are safeguarded.
- Staff use all opportunities to extend and enhance children's learning through open-ended questioning, which encourages them to think further. As a result, children are appropriately challenged.

### It is not yet outstanding because

- Staff are not maximising opportunities for children to make consistent and independent choices about their play from the wide range available to them.

## 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 out of school club and talked with the staff and children at appropriate times throughout the session.
- The inspector took account of the views of parents and other settings, as discussed with some and as seen in written references.
- The inspector looked at children's records, evidence of staff suitability and a range of other documentation, including the safeguarding and supervision procedures.
- The inspector carried out a joint observation with the owner in relation to observations of the children's play, learning and progress.

## Inspector

Jo Rowley

## Full report

### Information about the setting

Re:play@Skyswood registered in 2009. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is one of three settings privately owned and managed. The setting operates from Skyswood Primary School in the Marshalswick area of St. Albans. Children attend from the host school and from St. John Fisher Roman Catholic Primary School. Children attending the setting have use of the school dining room, library and computer suite alongside designated classrooms, outside areas and occasional use of the school hall. It is open each weekday from 3.15pm to 6.15pm, term time only, with one of the nearby partner settings operating during the school holidays. There are currently 70 children on roll, of whom 10 are in the early years age group. Children attend for a variety of sessions. The club also offers care to children aged over five years to 11 years. The club support children with special educational needs and/or disabilities and children who speak English is an additional language. There are currently seven members of staff, including the manager, who work directly with the children. They all have an appropriate early years qualification at level 2 or above and the manager holds an early years degree in childcare.

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

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

- extend opportunities for children to make further individual choices about their play, for example, by promoting more regular use of the club's choosing book.

## Inspection judgements

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

Staff demonstrate a good knowledge and understanding of the development of children in the early years age range. They observe them regularly to ensure that they are making good progress. Staff plan a wide range of enjoyable activities across all areas of learning. They use every opportunity to extend children's learning, including those with special educational needs and/or disabilities and those who speak English as an additional language. For example, as children are making rockets, using a range of different art and craft materials, staff encourage their individual thoughts and ideas. They listen to children, enabling them to feel valued, and question them to encourage their thinking further. Staff encourage children to work together and problem solve. For example, as they make their own dough, staff ask children what could be done to stop the mixture being too sticky. Children give their suggestions along with ideas about how they could change the colour of the dough. Children have access to a range of resources and activities, in line with their interests and suggestions. Although, a book of activities is available to children to choose from, staff choose the activities to put out each session. This means that children are not making regular, independent choices from the club's choosing book. As a result, staff are

not maximising opportunities for children to choose from the wide range of activities and experiences available.

Staff group the children, according to age and stage of development, for part of the club session. This allows staff to work closely with younger children to support their communication and language skills. Children have opportunities to work in small groups and staff promote their learning in everything they do. Staff communicate effectively with teaching staff from both the host and link schools and this ensures that discussions and the exchange of messages are consistently promoted. Staff are good at information sharing and regularly discuss children's progress with teaching staff and parents. As a result, children are making good progress in their learning and are happy at the club. Staff encourage children to be active as they use the school grounds, on a daily basis for physical play and fresh air. Additionally, they have access to the school hall where they play a range of games, such as badminton and soft ball. Younger children enjoy making their own dens and relish the interaction with staff as the activity extends into a game of hide and seek. Staff promote children's self-confidence through effective praise and encouragement and they incorporate a Star of the day into their daily routine. This is an opportunity for staff to reward children because they are helpful, sitting well at teatime or supporting their peers. As a result, staff encourage children's personal, social and emotional development and they are encouraging children to be aware of the feelings of others.

Partnership with parents is good because staff promote regular discussions with parents before their children start at the club. Information is gained, during the settling-in visits where children meet the staff who use this opportunity to find out where their interests lie. Parents are warmly greeted and ongoing information is shared between them, staff and teachers. This ensures that parents and staff are always kept up-to-date with everything they need to know. As a result, staff knowledge of each child is good and this supports them in planning for individual children. Parents are happy with the care their children receive and the staff support and interaction they receive. During the inspection parental feedback is very positive and parents speak openly of the great relationships their children have with staff.

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

Children in the early years age range have a designated key person who regularly supports them in their play and learning. Children arrive happily at the club and settle to activities quickly and with ease. Staff are keen to hear about their day at school and listen to what the children of all ages have to say. Staff establish strong bonds with children and there are clear attachments seen. For example, children are excited to join in with adult-led activities and both staff and children clearly have fun. Staff support children's individual needs well and they are effective in promoting their independence. For example, children enjoy a game, which includes running a marble through different sized pieces of construction tubes. They extend this activity themselves to find out if the same thing happens when water is added. Staff support children's inquisitive natures and encourage their learning well. As a result, staff promote children's emotional well-being and support them in having the confidence to have a go at tasks for themselves.

Staff encourage children to learn about their personal safety on a regular basis. For example, they explain why children need to wear high visibility jackets on the walk to and from school and while out in the school playground area. Additionally, staff use spontaneous opportunities, such as water spillages, to further develop children's understanding of risks and hazards. Children's behaviour is good. They demonstrate a genuine kindness to others and use their manners well, during meal times. Staff encourage children to behave appropriately with the use of boundaries and club rules. Additionally, less experienced staff are supported in becoming more consistent as they teach children to learn about dealing with minor conflicts.

Children access a range of healthy options at teatime and staff promote their independence well. For example, they are very helpful with setting the table and serve themselves food and drink. Meal times also promote learning opportunities for all children as, for example, they count cups and plates. Conversations over meal times are fun, as staff and children laugh happily together. Children learn about the positive effects healthy eating has on our bodies as they discuss with staff, how food supports you in becoming healthy and strong. Children have good access to fresh air as they access a small courtyard for additional physical activities, as well as the school playground. Resources and equipment are age and stage appropriate. There are opportunities for children to make choices about their play from the activities set out each session. The environment is warm and friendly and supports children well in their learning and development. Staff planning incorporates children's interests well and this contributes to their overall well-being.

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

Staff demonstrate a good awareness of the Early Years Foundation Stage safeguarding and welfare requirements, therefore, promoting children's safety. All staff attend safeguarding training. During regular team meetings they discuss safeguarding to keep their knowledge and awareness fresh. There are two members of staff with designated responsibility for safeguarding children. All staff demonstrate an awareness of what to do in the event of a child protection concern arising. All the required staff suitability checks are in place and staff regularly review, update and share written procedures, such as the safeguarding and complaints policies. Robust recruitment and induction procedures ensure that staff are suitable to carry out their roles and responsibilities. Additionally, regular supervision and appraisal meetings are held to promote staff awareness. As a result, staff are effectively safeguarding children in their care.

The owner of the club is responsible for the recruitment and induction procedures and she ensures that she monitors the club overall by role modelling and observing staff practice. The training programme offered to staff is effective. All staff are able to discuss training opportunities, which they feel will support them in promoting continuous improvement. Additionally, through regular observations made by key staff, the owner is able to ensure that activities, topics and themes link to children's interests. The staff team work well together and provide an environment, which has a positive impact on children's learning

and enjoyment. As a result, they are supporting children to ensure that they are safe, happy and make good progress overall.

Staff demonstrate good partnerships with parents and parents confirm these strong bonds. Staff promote communication and encourage friendly, professional, relationships with all the parents. Young children in the early years age range are well supported. This is because key staff promote regular discussion with parents to ensure that individual care needs are effectively met. Partnerships with the link schools are in place to support children's all round development. For example, staff regularly discuss the children's day with key teaching staff. As a result, children benefit from this consistent approach. Staff continually evaluate their club and seek the views of parents and children. They use these views to make effective changes that impact positively on children. For example, through information from feedback the staff are now providing a quiet area for older children to complete homework. Consequently, staff are demonstrating the capacity to make continuous improvement.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
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|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
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## 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>     | EY391244                 |
| <b>Local authority</b>             | Hertfordshire            |
| <b>Inspection number</b>           | 859336                   |
| <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>      | 40                       |
| <b>Number of children on roll</b>  | 70                       |
| <b>Name of provider</b>            | Leila Ruth Lee           |
| <b>Date of previous inspection</b> | 09/09/2009               |
| <b>Telephone number</b>            | 07913 323 608            |

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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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