

Topkidz @ Grove Road

Grove Road Primary School, Grove Road, TRING, Hertfordshire, HP23 5PD

Inspection date

12/01/2015

Previous inspection date

24/11/2010

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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

4

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

4

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

4

The quality and standards of the early years provision

This provision is inadequate

- The provider does not monitor the quality of the setting successfully, and as a result, there are several breaches of legal requirements, including a failure to notify Ofsted of a change of manager. Staff do not ensure that they keep records, such as personal information and parents' contact details, for every child in their care. Therefore, they do not consistently promote children's well-being.
- The provider cannot provide adequate evidence that demonstrates that all staff are suitable to work with children. Therefore, she does not consistently protect children's safety and welfare.
- Staff have yet to establish good communication with parents and other professionals, which has a negative impact upon younger children's care, learning and development.
- Staff who prepare food have not all received food hygiene training. Therefore, they do not have the required knowledge to fully promote children's good health.
- Staff do not maximise all opportunities to develop children's independence, and therefore, they do not consistently learn to take responsibility for themselves.

It has the following strengths

- Staff are very caring and value what children have to say. They support children to develop confident dispositions, which helps to promote their emotional well-being.

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 saw the rooms used by the setting and observed children taking part in a range of activities. She spoke with the staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with one of the managers and held a meeting with both of them.
- The inspector checked evidence of Disclosure and Barring Service checks and some evidence of qualifications and training of staff.
- The inspector looked at a range of policies, procedures and risk assessments.
- The inspector spoke to parents and has taken account of their views.

Inspector

Katherine Hurst

Full report

Information about the setting

Topkidz at Grove Road was registered in 2008, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Grove Road Primary School in Tring and is privately managed. The setting serves the local area and is accessible to all children. It operates from two large rooms and a computer room, and there is an enclosed area available for outdoor play. The setting employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday during term time only. Sessions are from 3.15pm until 6pm, and children attend for a variety of sessions. There are currently a total of 36 children on roll, of whom five children attending are within the early years age group.

What the setting needs to do to improve further

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

- ensure that the legally required personal information about children, including the emergency contact details for their parents, is recorded and retained for every child in the provider's care
- ensure that staff records are easily accessible at all times in order to demonstrate to Ofsted, and those who have a professional right to see them, that safe recruitment processes are robust and that all staff are suitable to work with children
- establish two-way communication with teachers and parents and share relevant information about the support offered to children attending the setting
- provide food hygiene training for all staff that are involved in preparing and handling food.

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

- maximise all opportunities that enable children to develop their independence and take responsibility for themselves and manage tasks, such as setting the table and washing their own dishes after mealtimes.

Inspection judgements

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

The provider, managers and staff do not have a sufficient understanding of how to deliver the legal requirements of the Early Years Foundation Stage. They do not communicate with parents or teachers to discuss the support they plan to offer children, taking into account their current interests and progress in learning. Therefore, they do not complement the teaching and learning that occurs at home or at school to extend children's progress.

Nevertheless, children are happy and settled and they enjoy their time at the setting. When they first arrive, they are greeted by caring staff who ask them about their day. Staff listen carefully to what children have to say and respond with questions that extends their language and thinking. For example, staff ask children what they have learnt that day. This demonstrates that staff value children's thoughts and opinions. Staff promote mealtimes as social occasions and sit at the children's level, engaging in conversations with them. Consequently, they support children to develop good communication skills.

Staff provide a range of activities that engage children throughout the session. Younger children particularly enjoy playing with toys that ignite their imaginations and role play. For example, they dress as police officers and use whistles, which they previously made in the setting using household resources, to extend their play. Staff support younger children to learn how to share and take turns by involving them in group games with older children, such as board games. This encourages them to play cooperatively with others and to follow instructions and rules. Staff enable children to develop some independence, for example, they wash their own hands and butter their own crumpets. However, staff do not maximise all opportunities to encourage children to take responsibility for themselves because they complete tasks for them that children can easily manage. This includes pouring their own drinks, laying the table and washing up their dishes after eating.

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

Children's well-being is compromised because the provider, managers and staff are unable to demonstrate how they keep children safe from harm. They do not keep documentation that is legally required for both the Early Years Register and the Childcare Register, and therefore, do not adequately promote children's welfare. The provider cannot demonstrate that all staff are suitable to work with children, which could potentially put them at risk of harm. She does not ensure that all staff preparing food for children have the necessary knowledge and training to ensure that they consistently support children's good health.

Staff are friendly and approachable. Children form good attachments with them and are content in their care. Staff praise children for their achievements, which increases their self-esteem. As a result, children are very confident. For example, during the inspection they happily engage in conversation with the inspector about their day at school and what they have been learning. Staff support children well during their settling-in period by helping them to feel more comfortable. Parents remark that their children have settled in quickly and enjoy their time in there. Staff share information about children's care needs and they work together to support children's good behaviour. This helps to promote partnerships with parents. Staff consistently promote the behavioural expectations of the

setting to children. For example, they remind them that they must not run inside as they may trip on something. This helps to develop their understanding of personal safety. Consequently, staff make some positive contributions to promote children's well-being, which prepares them for their next stage of learning in school.

Equipment and resources are of a good standard. As well as two outdoor courtyards, staff are able to use the school hall with the children, which gives them space to run around in a large area. Children are given daily opportunities to exercise their larger muscles. Staff ensure that children have good hygiene habits, for example, washing their hands before eating and they provide nutritious food for snack time. This helps to promote these aspects of children's good health and their understanding of healthy lifestyles.

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

There are several breaches to the safeguarding and welfare requirements of the Early Years Foundation Stage, which have a significant impact on children's safety and welfare. These breaches also relate to the Childcare Register. The provider has not informed Ofsted of the appointment of the new manager. Prior to starting work at the setting, the provider ensures that all staff undergo Disclosure and Barring Service Checks. However, during the inspection the provider was unable to provide evidence of other safe recruitment processes, including identity checks and references, to demonstrate that all staff are suitable to work with children. Staff do not maintain accurate records of the personal details for all children in their care including dates of birth or the contact details of their parents, in case of an emergency. Consequently, the provider, managers and staff do not adequately protect children's safety and welfare at all times.

The provider does not consistently provide core training that has a positive impact on children's care. She does not ensure that all staff involved in preparing and handling food complete food hygiene training, and therefore, they are not equipped with the necessary knowledge and skills in this area. Staff do not work collaboratively with other professionals, such as the teachers, and as a result, they are not fully aware of some children's individual needs. Partnerships with parents are not fully effective. Staff do not provide parents with enough information about the support they offer to children. Nevertheless, parents say that staff are great and very friendly and that they are happy with the standard of care that staff provide. The provider and managers do not adequately monitor and evaluate the quality of the setting. As a result, there are several major weaknesses, which they have failed to recognise and respond to. Therefore, their capacity to continuously improve is inconsistent.

All staff have completed safeguarding training. They can recognise the signs and symptoms that would cause them concern regarding children's welfare and know who they must report their concerns to. Staff understand how to keep children safe from the inappropriate use of information and communication technology and there are secure procedures in place. For example, staff monitor children's use of the school computers and they use an instant camera to take photographs of children, if necessary. This ensures

that they do not have to use outside sources to print the photographs and they are not stored on memory cards that could be mislaid. Staff, parents and visitors are not permitted to use their mobile phones in the setting. As a result, this helps to keep children safe from harm. Half of the staff hold an up-to-date first-aid qualification and they deploy themselves well throughout the setting. Therefore, they can respond to children's accidents quickly and 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:

- ensure that there are effective systems in place to evidence that the registered person, the manager and any person caring for, or in regular contact with, children; and any person who works on the premises where childcare is provided, is suitable to work with children (compulsory part of the Childcare Register)
- provide training which is necessary to ensure that all staff have suitable skills and experience to care for children (compulsory part of the Childcare Register)
- keep the name, home address and date of birth of each child who is looked after on the premises and retain this information for a period of two years (compulsory part of the Childcare Register)
- keep the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises and retain this information for a period of two years (compulsory part of the Childcare Register)
- keep the name, home address and telephone number of every person working on the premises on which childcare is provided and retain this information for a period of two years (compulsory part of the Childcare Register)
- inform Ofsted of the appointment of a new manager of childcare (compulsory part of the Childcare Register).
- ensure that there are effective systems in place to evidence that the registered person, the manager and any person caring for, or in regular contact with, children; and any person who works on the premises where childcare is provided, is suitable to work with children (voluntary part of the Childcare Register)
- keep the name, home address and date of birth of each child who is looked after on the premises and retain this information for a period of two years (voluntary part of the Childcare Register)

- keep the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises and retain this information for a period of two years (voluntary part of the Childcare Register)
- keep the name, home address and telephone number of every person working on the premises on which childcare is provided and retain this information for a period of two years (voluntary part of the Childcare Register)
- inform Ofsted of the appointment of a new manager of childcare (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	EY373294
Local authority	Hertfordshire
Inspection number	937341
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	36
Name of provider	Topkidz Out-Of-School Hours & Daycare Group Ltd
Date of previous inspection	24/11/2010
Telephone number	0845 4309331

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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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Piccadilly Gate
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