

KNUTZ out of school club

Knutsford School, Balmoral Drive, Watford, WD24 7ER



Inspection date

26 January 2015

Previous inspection date

9 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are happy, motivated and eager to learn. They show good levels of independence and confidently explore the environment. The base room is stimulating and well-resourced with good quality toys and equipment.
- Children behave well, because they are busy and engage in activities that interest them. Consequently, they build good friendships and learn to socialise with children of different ages.
- Children follow good hygiene routines. On arrival at the club they wash their hands and explain to the inspector why they need to do this.
- Staff ensure that there are effective partnerships with parents, so that a continuity of care and learning is provided. This supports children's learning at home.
- The senior staff team demonstrate a strong commitment to promoting a high-quality service for children and their families. They are reflective of their practice and attend regular training, which contributes to the learning experiences offered to children.
- Staff regularly review the layout to ensure that the activities and resources are accessible to all children. They also ensure that the various areas, such as, the popular imaginative play area contains resources that the children enjoy. For example, play food is provided along with sketch pads for children to write orders for food from their pretend restaurant.

It is not yet outstanding because:

- The use of the outdoor area is not fully maximised so that children who enjoy a variety of play experiences, such as, imaginative play and construction are able to make free choices about whether to play indoors or outside, all year round.
- The partnership with teachers in the Reception classes are not fully robust to ensure that information is effectively exchanged about how the club's fun activities can further support children's individual learning needs.

What the setting needs to do to improve further

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

- enhance the use of the outdoor area, so that it is reflective of the good range of learning opportunities that are available indoors
- create more robust systems for exchanging information with the younger children's teachers, in order to gain more precise knowledge about how to best support children's individual learning needs.

Inspection activities

- The inspector spoke to the children and staff at appropriate times. She observed children's play and staff interactions during meal times, and in the indoor and outdoor play areas.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at a selection of children's records, policies and procedures, including the safeguarding policy.
- The inspector took account of the views of parents by speaking to some of them at collection time.

Inspector

Maura Pigram

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are provided with a good range of activities to support their learning and development. They are encouraged to use the outdoor area as much as possible. During this time children enjoy ball games, chase each other, use skipping ropes and ride wheeled toys. This promotes the development of cooperative play in friendship groups. This also supports children's coordination skills. This also supports the development of children's physical coordination skills. However, the resourcing of the outdoor area does not fully support the children's development across all areas of learning. For example, children who enjoy imaginative or constructive play, are not consistently provided with sufficient opportunities to enjoy these play activities outdoors. Children show that they are developing good communication and language skills. Staff interact well with them. They give children time to talk and their efforts and ideas are respected. This helps to promote children's confidence, and prepares them well for their future learning when they are at school. Staff introduce children to mathematical concepts during card and board games. This helps children to develop good levels of concentration. Children have easy access to pens, paper, whiteboards and craft materials to practise their writing and creative skills.

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

Children enjoy warm relationships with the staff. They arrive happily and quickly settle down to enjoy a variety of food. They show good levels of independence skills, as they butter their crackers and bread. Staff know the children very well and are good role models. They promote children's confidence and their independence in managing their personal care needs. There is a well-established key-person system for the younger children. This supports their emotional well-being. The key person collects the children from their class at the end of the day. As a result, the move from school to the club is managed effectively. There is a close partnership with parents, so that individual needs are well known. They state that their children love coming and want to come on days that are not due to attend.

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

The two managers work well together to ensure that staff have a secure knowledge of the learning and development requirements and how to keep children safe. All staff are aware of their responsibilities and have a good understanding of how to safeguard children. They are clear about the procedures to follow if they have any concerns about a child in their care. Regular training, meetings, appraisals and clear supervision, means that further ideas for improvement are regularly shared. The views of parents and children are obtained through questionnaires and discussions. Discussions with the Reception teachers take place daily. However, these mainly relate to children's care needs rather than aspects of learning that may need continued support. The monitoring of the club is an ongoing process and the managers are very aware of how reflective practice is beneficial to children, parents and staff.

Setting details

Unique reference number	EY396925
Local authority	Hertfordshire
Inspection number	859837
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	84
Name of provider	KNUTZ out of school club Partnership
Date of previous inspection	9 February 2010
Telephone number	07908 353041

KNUTZ out of school club was registered in 2009. The club employs six members of childcare staff. Of these, two hold level 3 playwork qualifications and four staff members hold appropriate early years qualifications at level 3. A breakfast club operates from 7.45am to 8.55am, every weekday morning during term-time, and an after school club operates every week day afternoon, from 3.15pm to 5.45pm during term-time only. A holiday club also operates during the main school holidays from 8am to 6pm.

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