

# Anouska's Kids Club

The Grove, Chandlers Cross, Rickmansworth, Hertfordshire, WD3 4TG



## Inspection date

10 April 2015

Previous inspection date

5 July 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Teaching is good because children learn through play. All areas of learning are effectively promoted in well-resourced play areas, both indoors and outdoors. Additionally, staff organise weekly gardening, music and exercise lessons to maximise children's learning opportunities.
- Assessments of children's skills are comprehensive and staff effectively identify their starting points and ongoing next steps of learning. They purposefully plan activities to extend children's skills and interests. Therefore, children engage well and develop steadily.
- Key persons form strong bonds with children and maintain close partnerships with parents. They obtain information about children's dietary requirements, allergies and routines, and tailor practice to meet their needs.
- Staff are guided by experienced managers, who closely coach and supervise practice. They participate in training, team meetings and appraisals to reflect on ways to continuously improve services and consequently, the outcomes for children.
- All safeguarding and welfare requirements are met in practice. Staff participate in child protection training and know the steps to take to keep children safe. Practice is well documented and leaders confidently manage the club in partnership with staff and parents.

### It is not yet outstanding because:

- Staff have not explored further ways to strengthen the links with other settings that children attend, particularly where other providers are reluctant to engage.

## What the setting needs to do to improve further

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

- identify best ways to liaise with other settings children attend to maximise the continuous support to children's learning and development.

### Inspection activities

- The inspector observed activities and children at play throughout the inspection. She conducted three joint observations with room leaders.
- The inspector interacted with children and spoke with staff during the inspection.
- The inspector sampled a range of documentation, including policies, self-evaluation form, evidence of staff's suitability and safeguarding procedures.
- The inspector looked at children's assessments and planning records.
- The inspector had a tour of the indoor premises and all outdoor play areas accessed by the children.
- The inspector sought parents' views through discussions on the day of the inspection.

### Inspector

Karina Hemerling

## Inspection findings

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

Staff use approved development guidance to monitor children's progress. Each child has a learning journal, where key persons track their development and celebrate their learning. Staff effectively promote the partnership with parents and children benefit from continuous support to their learning. Some children also attend other settings. However, their continuous support is not fully assured as links with some settings are not effectively explored. Educational programmes are varied and include daily reading, singing and group discussions. Staff skilfully adapt teaching practice to meet the needs of all children. Younger children learn through interactions with staff during play. For example, they learn new vocabulary and concentrate well as they explore the texture of different materials. Older children benefit from more structured activities that focus sharply on preparing them for school. For example, they develop their thinking and problem-solving skills as they build a tower higher than themselves. Staff effectively challenge children of all ages and, therefore, they are eager learners.

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

Staff promote healthy lifestyles and children benefit from nutritious meals and excellent outdoor experiences. For example, they often play at the 'beach', in wooded areas, and participate in daily nature walks. Staff maintain good hygiene practice and teach children to manage their own needs. For example, children know the importance of washing hands and swiftly learn toileting skills. Children are happy and sociably play with peers. They help each other to climb up playground equipment and cooperatively build sandcastles in the sandpit. Staff teach children about personal safety as they learn how to avoid accidents by riding bikes carefully in the garden. Staff praise children to boost their confidence and self-esteem. As a result, children behave well. Staff are very attentive and effortlessly support children's emotional development. For example, they celebrate when children move rooms within the club or start school. Consequently, children confidently embrace the next steps in their learning and development.

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

Recruitment procedures are robust and staff's suitability is closely monitored by managers. Staff participate in a thorough induction to learn about their roles and responsibilities. Managers attentively deploy the well-qualified and experienced staff to provide children with effective supervision. Staff conduct daily risk assessment checks to minimise risks and allow children safely explore play areas. Their priority is to ensure children are safe and protected. Staff complete the progress check for children aged between two and three years and effectively share it with parents and other professionals, when necessary. There are links with the local authority and children's centres. This provides children with prompt support for their emerging needs. Managers and staff are knowledgeable about the Early Years Foundation Stage and children thrive in their care.

## Setting details

<b>Unique reference number</b>	EY290408
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1010875
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	65
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Ralph Trustees Limited
<b>Date of previous inspection</b>	5 July 2011
<b>Telephone number</b>	01923 296077

Anouska's Kids Club was registered in 2002. It operates within the grounds of The Grove Hotel. The club also incorporates a creche for hotel guests. It employs 17 members of childcare staff, all of whom hold appropriate early years qualifications at level 2, 3 and 5. The club opens from Monday to Friday, all year round and sessions are from 7.30am until 6pm. The creche operates Monday to Sunday, all year round and sessions are from 9am until 5pm. The club provides funded early education for three- and four-year-old children.

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