

# Time Out Club

How Wood Junior & Infant School, Spooners Drive, Park Street, St. Albans,  
Hertfordshire, AL2 2HU



## Inspection date

6 July 2015

Previous inspection date

27 May 2010

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

## Summary of key findings for parents

### This provision is good

- Staff provide stimulating and varied experiences for the children, both indoors and outdoors. This successfully helps to engage their interests. Staff have high expectations of children and effectively follow their lead during play to support them further.
- Children are provided with exciting challenges to support their learning. For example, they love taking part in a tennis-related competition. They make racquets using recycled materials, concentrate well and keep a record of their score.
- Staff interact effectively with children as they play. They extend and promote children's language and problem-solving skills through activities. They work out how to play a complex board game involving pretend money.
- Staff have a secure knowledge of safeguarding issues and the procedures to follow should they have any concerns about the welfare of a child in their care. This results in children being protected from potential harm.
- Partnerships with parents are strong. They are well informed about their children's day, including achievements from school. Close communication between teachers and staff means that all parties are very aware of children's welfare and learning needs. This supports children to make a smooth move between school and the club.
- The managers and their team continually strive for improvement. They use feedback from parents and children well to evaluate practice and plan relevant improvement.

### It is not yet outstanding because:

- Staff have not explored opportunities for younger children and those who speak English as an additional language to be able to express their thoughts.

## What the setting needs to do to improve further

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

- provide more opportunities for younger children and those who speak English as an additional language to express themselves.

### Inspection activities

- The inspector observed the interactions between staff and children.
- The inspector checked evidence of the suitability and qualifications of the managers and staff.
- The inspector spoke to the managers, staff and children. She also looked at and discussed a selection of children's records, policies and the self-evaluation form.
- The inspector obtained the views of parents at collection times.

### 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 enjoy attending the club. They have fun with friends of different ages in a welcoming and stimulating environment. They are provided with activities that complement their experiences in school. For example, children write, draw and create story books to take home. Books are readily available. Children enjoy sharing them on the sofa or look at them when playing camping in the tent. The manager has created a golden box that younger children enjoy choosing books from. This box contains books which support the reading schemes that are carried out at school. Through the use of the golden box and good interactions from staff, children develop an interest in reading. This supports their learning at school. Children's artwork, such as butterfly pictures, adorn the walls and ceiling of the log cabin. They proudly and confidently show visitors their creations. Their ideas for activities are very well valued. For example, more-able children discuss topics that they would like to explore and are encouraged to add written suggestions to the ideas tree. This raises topics for discussion. However, staff have not considered extending this to support contributions from younger children and those who speak English as an additional language.

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

Staff are friendly and very attentive to children's needs. They know them well and the key-person system ensures that children are helped to form secure attachments. In addition, new children are given a buddy to help them settle and to make them feel more welcome to the club. Consequently, children are confident, happy and secure. Children learn about healthy living during activities. They regularly take part in growing and caring for a wide range of plants in their garden, such as, herbs, raspberries and beans. They enjoy eating these as part of their nutritious tea. Staff are good, positive role models. For example, they sit with children during the sociable teatime, encouraging self-care skills and good manners. Children behave well and there are clear boundaries in place. Outdoors, children develop good physical skills as they run and skip. They are reminded about safety when they use the climbing apparatus. They gain an understanding of risk as they explore and play outdoors.

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

Leadership is good as the managers are well qualified and very experienced childcare practitioners. This has a positive impact on the children attending. In addition, they have a comprehensive understanding of their roles and responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff work very well together to ensure that policies and procedures are robust and are implemented well. Staff attend regular training, such as how to use computers safely, and share this information with parents. Regular supervision and appraisals contribute towards the professional development of all staff.

## Setting details

<b>Unique reference number</b>	EY404608
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	850578
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 12
<b>Total number of places</b>	16
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Time Out Club (Bricket Wood) Limited
<b>Date of previous inspection</b>	27 May 2010
<b>Telephone number</b>	01727768885

Time Out Club was registered in 2010. The club employs six members of childcare staff. Of these, five hold an early years qualification at level 3. The club opens Monday to Friday from 7.50am until 8.50am and 3pm until 6pm.

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