

Jousters at Wood End

Wood End School, Yeomans Avenue, HARPENDEN, Hertfordshire, AL5 3EF



Inspection date	6 January 2016
Previous inspection date	7 December 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Children are cared for in a safe and secure environment. Staff are vigilant and complete daily risk assessments. Children demonstrate a good understanding of how to stay safe. They understand the reasons why they need to let staff know if they are going to leave the room at any time.
- Children explore a wide range of activities and experiences that supports them in being active. They choose healthy options at dinnertime and learn about the importance of healthy lifestyles through discussions and planned topics.
- Opportunities for children to develop their physical skills are effective. Staff encourage children to have fresh air and exercise on a regular basis. Children use the large playground and grassed areas where they enjoy climbing, playing football or riding on wheeled equipment.
- Partnerships with parents, carers and teaching staff are effective and enhance children's overall care and well-being.
- Children's personal, social and emotional development are supported by warm and caring staff. The key-person system ensures that parents are aware of who their child's key person is. Effective settling-in procedures mean that staff and parents work together to support children's self-confidence.

It is not yet outstanding because:

- The system for staff's professional development does not focus sharply enough on raising practice to the highest level.
- On occasions, staff do not adapt activities to meet the individual needs of the different ages of children taking part.

What the setting needs to do to improve further

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

- enhance staff's professional development so that it increases the potential to deliver the highest-quality provision
- adapt activities consistently to provide appropriate challenge for children of differing ages and abilities.

Inspection activities

- The inspector observed a range of planned and spontaneous activities and jointly evaluated some of these with the provider.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector reviewed the provider's self-evaluation record and discussed with the provider how she evaluates and reflects on practice to make improvements.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector observed how children and staff interact during activities indoors. She assessed the impact this has on children's time at the setting.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The provider implements robust recruitment procedures to ensure that the manager and staff team are suitable to work with children. She has taken action to improve the induction process to ensure that staff are well equipped to undertake their role competently. Regular staff meetings are held alongside daily discussions to promote opportunities for staff to share general information about children and practice. Partnerships with parents are good and a two-way flow of communication is well promoted. Parents speak positively about the experienced and well-qualified staff team and are warmly welcomed into the setting. Staff update parents with important information through regular emails, newsletters and displays. The arrangements for safeguarding are effective. All staff follow updated policies and procedures to protect children and provide a secure environment. For example, staff manage children's arrivals and departures effectively, promoting children's safety. The provider and other designated staff take a lead role to ensure that safeguarding concerns are dealt with effectively. All staff attend regular safeguarding and first-aid training and are aware of the professionals to contact if a concern is raised. The provider regularly evaluates the setting with the manager and together they look at ways to make continuous improvements.

Quality of teaching, learning and assessment is good

Staff know children well. They talk to parents and children during their first settling-in visits to find out as much as they can before children start. Staff talk to school teaching staff to promote a consistent approach and support children's overall well-being. They use key information, such as children's likes and interests, to plan a range of interesting activities which complements the learning that takes place in school. Staff engage with children. They join in with their games and ask probing questions to extend children's understanding and fun even further. Children make regular choices about their play and work well together. For example, a group of children talk about how they want the bricks to be used when creating a ground-floor building with bridges and slopes. Staff demonstrate a good understanding of the Early Years Foundation Stage. They are aware of how to support younger children's development and promote all areas of learning through play. Children enjoy a range of role-play resources and their imaginations are well promoted. They create a home area where they play with dolls and enjoy pretending to be different characters, such as mum and dad.

Personal development, behaviour and welfare are good

Children are independent. They wash and dry the cutlery, cup and plate they use at mealtimes, visit the bathroom and confidently move between selected areas. Children learn about appropriate ways in which to behave and staff promote consistent boundaries. Children are settled. They build strong bonds and close friendships with staff and children of different ages. Children are well supported by friendly staff. They are motivated and interested in a range of activities. Staff promote children's self-esteem by regularly praising and encouraging them.

Setting details

Unique reference number	EY413464
Local authority	Hertfordshire
Inspection number	851404
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	32
Number of children on roll	85
Name of provider	Jousters Childcare Limited
Date of previous inspection	7 December 2010
Telephone number	01707 894650

Jousters at Wood End operates from Wood End Primary School in Harpenden. It was registered in 2010. The out-of-school club is privately owned and is one of a chain of settings managed by Jousters Childcare Limited. The setting employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above, including the manager who holds a level 3 qualification. The setting opens Monday to Friday during term time only from 3.10pm until 6.10pm.

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