

## Inspection date

29 March 2016

Previous inspection date

16 November 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider is unaware of her responsibilities in accordance with the Data Protection Act (DPA) 1998. She does not meet all of the Early Years Foundation Stage requirements.
- Staff do not ensure fresh drinking water is available and accessible for children at all times throughout the session.
- Although there are plentiful opportunities for play and activities outside, some aspects of the outdoor provision are less inviting and attractive to children.

### It has the following strengths

- The provider is enthusiastic in her approach to continually reflecting upon and improving the provision. Since the last inspection, she has gained the support of an early years advisor and works closely with the manager towards completing targeted improvement plans. Positive changes are already evident and clearly demonstrate the provider's ability to take action.
- Staff motivate children to join in and they provide many opportunities for them to take the lead during activities. They are sensitive to and respectful of the cultural preferences of each family, carefully adapting activities in order to include all children.
- Partnerships with parents are strong. Staff are responsive to the individual needs of each child and provide sensitive, tailored support to help promote their emotional well-being. Parents express that staff are compassionate, approachable and flexible in accommodating their changing work commitments.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	<b>Due Date</b>
■ develop knowledge of the responsibilities under the Data Protection Act (DPA) 1998 and ensure these are met	26/04/2016
■ ensure fresh drinking water is available and accessible to children at all times.	05/04/2016

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

- enhance the experiences for children who prefer to spend time outside, so that all aspects of the outdoor provision are stimulating, enjoyable and capture children's interest and curiosity.

### Inspection activities

- The inspector observed children's play indoors and outdoors. She also observed a physical activity session in the school hall.
- The inspector held meetings with the provider and manager, and spoke to the early years advisor, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the provider and evaluated the teaching methods observed.
- The inspector looked at relevant documentation, such as, detailed improvement plans, registers and evidence of the suitability of staff working in the club.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Rachel Pepper

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff have undergone intensive training since the last inspection to update their safeguarding knowledge. They are aware of the indicators that may suggest a child is at risk of harm and know the correct procedures to follow should they have a concern. The provider has reviewed her safeguarding policy to include strict guidance, which all staff adhere to. This includes the prohibited use of personal phones during the times that children attend. However, the provider is not aware of her responsibilities in accordance with the Data Protection Act (DPA) 1998. This has minimal impact on children's well-being as the provider uses photographs and other sensitive information appropriately and confidentially. The provider carries out regular reviews of staff practice to identify their specific training needs. She has identified that some staff need more support to enhance their interactions with children and has booked suitable training to address this and help to further develop their practice.

### Quality of teaching, learning and assessment is good

Staff encourage children to try new experiences. They manage the different age groups well to support children's developing relationships and help children to recognise and accommodate the needs of others. Children comment that they like coming to the club and enjoy spending time with their friends. Staff engage children in regular conversation. For instance, they talk to them about their day at school as they collect them from each class. During an activity, observing and holding snails, children talk with staff about how cold the snails feel and the hardness of their shells. Children share their ideas, follow instructions well and relish the regular praise they receive for their efforts. Children use some of their time at the club to complete school homework. Staff remain nearby to provide support and reassurance where required. They help children to continue developing the skills that they are learning in school.

### Personal development, behaviour and welfare require improvement

The provider works with other settings that children attend and often arranges a visit to get to know each child before they start. Information is gathered from each family, which helps to aid a smooth move for children as they join the club. Children build appropriate bonds with their key person. Staff act as suitable role models and provide children with clear guidance on the club expectations. Children behave well, take responsibility for their belongings and are beginning to carry out some tasks independently. They clean their hands before they eat and choose from a range of nutritious snacks. However, children do not always have access to fresh drinking water to assure their good health, as they move through the different areas of the school. For example, when they play active team games in the hall, they only have access to a drink before and after the session takes place. Staff are deployed well and children are able to make decisions about where they play. However, some outdoor resources, although safe to use, are not fully functional, such as the doors missing from play houses and missing pedals from ride-on vehicles. Some of the outdoor provision is less stimulating and appealing for children.

## Setting details

<b>Unique reference number</b>	EY262858
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1033261
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	45
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Little Lanes Partnership
<b>Date of previous inspection</b>	16 November 2015
<b>Telephone number</b>	01707 262556

Little Lanes was registered in 2003 and is located within Green Lanes School. The club employs six members of childcare staff. Of these, four hold appropriate qualifications at level 2 or above, including the provider and manager who both hold a qualification at level 4. The club opens during school term time only. The sessions are from 7.30am until 8.50am and from 3.05pm until 5.45pm, Monday to Friday.

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