

Springers - Breakfast, After School & Holiday Club



Lodge Farm Primary School, Mobbsbury Way, STEVENAGE, Hertfordshire, SG2 0HP

Inspection date	4 April 2016
Previous inspection date	19 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Leadership is strong. The manager and staff are enthusiastic and have diligently addressed recommendations from the previous inspection to promote good practice. They plan a broad range of challenging activities for children.
- Staff work in a commendable manner with other professionals who support individual children. Information is shared very effectively and guidance followed carefully. Disabled children and those with special educational needs benefit greatly from the strong links between the club, their parents and supportive agencies.
- Children of all ages demonstrate close attachments to staff. Parents report that staff completely understand children's needs. They describe the first day of the holiday club to be as effective and positive as the last day.
- Children make good use of indoors and outdoors for active play. They eagerly take part in games, such as dodge ball and dancing, or events, such as scooter day. These are some of the activities that support children's physical health.

It is not yet outstanding because:

- All staff members are not yet fully involved in the evaluation of practice in the club, in order to drive continual improvement in the best way possible.
- Staff do not work as effectively as possible with all other settings that children attend, to ensure continuity for children and enhance progress further.

What the setting needs to do to improve further

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

- broaden the evaluation of practice further, seeking the views of all staff in order to contribute to the drive for continual improvement
- extend the partnerships with other childcare settings that children attend support continuity and build on their developing skills more effectively.

Inspection activities

- The inspector observed activities indoors and outdoors and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the self-evaluation, policies, staff training files and evidence of the suitability of staff working in the club.
- The inspector spoke to parents, as well as staff from the host school, during the inspection and took account of their views. She also viewed written feedback provided by parents.

Inspector

Lynne Talbot

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure knowledge of child protection procedures and know how to report concerns about children's welfare. The manager and senior staff members complete advanced safeguarding training to address recent government requirements. This information is cascaded to all staff, together with a detailed guide on noticing, checking and sharing concerns. Children's safety and supervision are paramount. Staff use two-way radios indoors and outside to enable effective communication at all times. The manager follows robust procedures for staff recruitment and induction. New staff are supported well through a detailed induction programme. All new staff are mentored by a more senior member of staff during their probation period. This helps to ensure that the good quality of staff practice is maintained. The manager uses robust performance management, including observations and supervision meetings, which helps to support staff's ongoing development and to identify training needs.

Quality of teaching, learning and assessment is good

Staff know the children well. They use a comprehensive form to find out about each child's interests when they first come to the club. Staff keep parents well informed about children's activities. Children are motivated and consistently work well together. They spontaneously develop simple competitions. For example, they create a structure with construction kits and ask others to estimate how many components they have used. They record predictions and award a prize for the closest guess. Children develop extensive games together, including building dens. Staff are experienced and know when to stand back or intervene, so that children can solve problems. For example, children learn to be safe as they climb the wall bars and work out how best to attach materials. Staff work closely with the host school that children attend during term time. They provide opportunities for children to extend their interests and projects, helping to complement their developing skills. They have not, however, established the same level of support during the holiday club for children who attend other schools.

Personal development, behaviour and welfare are good

Children enjoy taking responsibility at the club. Each day, staff appoint junior helpers to carry out specific roles. These roles help to develop children's sense of responsibility. Children form close friendships with other children of their own age and with older children, who help them to use equipment, such as technology toys. Children behave well, creating a relaxed and vibrant atmosphere for all. Staff use very effective strategies, such as awarding points to individuals, to add to their team total, as well as star of the week for positive behaviour. Children understand that their views are important. Staff regularly provide opportunities for them to voice their opinions. For instance, children contribute ideas for the extensive art-themed activities and future session plans. This underpins their developing self-confidence and social awareness. Children enthusiastically carry out activities and quizzes to look at other countries, cultures and languages. These are some examples of the ways that staff support children's interest in the world around them.

Setting details

Unique reference number	EY402797
Local authority	Hertfordshire
Inspection number	1041464
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	3 - 14
Total number of places	60
Number of children on roll	350
Name of provider	Springers Club Limited
Date of previous inspection	19 August 2013
Telephone number	07859 915985

Springers - Breakfast, After School and Holiday Club was registered in 2009 and is operated by a limited company. There are 17 members of staff, five of whom hold appropriate early years qualifications at level 3. The club opens Monday to Friday during term time from 7.30am to 8.50am and from 3.15pm to 6.15pm. In school holidays the club is open between 7.30am and 6.15pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

