

Time Out After School and Breakfast Club



Manland School, Sauncey Avenue, HARPENDEN, AL5 4QW

Inspection date

10 May 2016

Previous inspection date

26 January 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider has failed to inform Ofsted of changes to the committee.
- Supervision meetings are not used well to fully identify and address staff's training and professional development needs, in order to raise practice to the highest level.

It has the following strengths

- Opportunities for children to develop their physical skills are strong. Staff encourage children to have fresh air and exercise on a daily basis as they use the outside playground and grassed areas. Children enjoy sports, such as football, and they develop good coordination skills, for instance, as they climb on static equipment.
- Staff have good relationships with the on-site school teaching staff. They communicate effectively to ensure that children's needs are met and all messages are shared appropriately between school and home. Partnerships with parents are good and parents speak highly of the staff and setting overall.
- Children build strong attachments with staff and form close friendships with children of all ages. Older children demonstrate a real kindness in supporting the younger children during activities and mealtimes.
- 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. For example, they are fully aware of why they need to tell a member of staff if they leave the room at any time.

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:

	Due Date
■ improve knowledge of the notification requirements to ensure that Ofsted is informed of all changes to committee members within the required timescales, so that necessary suitability checks can be completed	11/06/2016
■ improve the use of supervision meetings to identify staff's training and professional development needs, increasing the potential to deliver the highest-quality provision.	11/06/2016

Inspection activities

- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including safeguarding and complaints policies and procedures.
- The inspector spoke to a small number of parents during the inspection. She took account of their views and those expressed in written feedback.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke with the manager about the activities and experiences that are provided for children at the club. She observed the quality of staff's interactions during activities indoors and outdoors and assessed the impact this has on children's time at the club.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has failed to inform Ofsted of changes to the committee to enable the required suitability checks to be completed. However, this has minimal negative impact on children's well-being because the committee members do not work directly with children. The manager is the designated person for safeguarding and takes the lead if there are concerns about a child's welfare. The arrangements for safeguarding are effective. Staff are aware of the professionals to contact and the process to follow if they have concerns about a child's welfare. They complete regular training to maintain awareness of how to protect children in their care. Effective recruitment and induction procedures are in place to ensure that students, volunteers and new staff are aware of their roles and responsibilities. The manager and the deputy manager meet often to review the overall running of the club and staff have a brief discussion before the club opens each day. However, supervision meetings are not used effectively to identify staff's training needs. Performance management is not yet rigorous enough to drive the quality of practice to higher levels.

Quality of teaching, learning and assessment is good

The staff team knows children well. They take time during initial settling-in periods to talk to parents and children to find out about their likes and interests. They ask parents to complete an All about me record that provides them with a detailed account of children's individual needs and preferences. They speak with teaching staff and promote a consistent approach to support children's overall well-being. Children have freedom to make independent choices at the club. They choose to play inside or outside and they confidently choose activities from the wide range available. Staff demonstrate a good understanding of the early years foundation stage. They are aware of how to support younger children's development through fun and enjoyable activities. Young children enjoy a range of role play resources and use their imagination as they make up their own stories during a drawing activity. All children, including those who have special educational needs or disability, are treated equally and individually.

Personal development, behaviour and welfare are good

Children behave well. Staff are positive role models, demonstrating how to talk to each other and how to be kind and respectful to others. Children's emotional well-being is well supported. Staff provide a warm and caring environment where children can relax and have fun. Their personal, social and emotional development is supported well and they demonstrate that they feel safe and secure. Children learn about the importance of a healthy lifestyle and suitable hygiene. They follow good personal hygiene procedures and eat a range of healthy and nutritious snacks and light meals. Staff flexibly plan activities that engage children of all ages and challenge all of them appropriately. For example, children participate in creating 'rockets' and artwork for the club's display board. They are currently looking at a range of events around the world, such as the Brazilian Olympics and the British astronaut's journey into space, through art and craft activities and discussions. This positively engages children of all ages, who demonstrate the close friendships they have built with one another.

Setting details

Unique reference number	123638
Local authority	Hertfordshire
Inspection number	874762
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	40
Number of children on roll	100
Name of provider	Time Out After School Club Committee
Date of previous inspection	26 January 2012
Telephone number	07807 921246

Time Out After School and Breakfast Club was registered in 1996. The club employs eight members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club opens Monday to Friday from 7.50am to 8.50am and from 3.15pm to 6.15pm, term time only. The setting also operates a holiday club during some school holidays. The setting provides care for children who have special educational needs or disability.

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

