

Knebworth Out of School Club



Knebworth School, Swangleys Lane, Knebworth, Hertfordshire, SG3 6AA

Inspection date	1 November 2016
Previous inspection date	14 October 2014

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Since the last inspection staff have made positive improvements. The daily register is completed effectively and clearly shows the times of children's arrivals and departures.
- Staff complete a range of risk assessments to promote children's safety and well-being. They evaluate all accident and incident records to ensure that they can maintain a secure environment where children can play safely.
- Children have a lot of fun and say that they enjoy coming to the club. They engage in a range of activities, have freedom to make choices about their play and interact warmly with other children and staff.
- Children develop their physical skills. Staff provide daily opportunities for them to enjoy fresh air and exercise. Children join in with outside games and use torches so that they can continue playing when it becomes dark outside.
- Staff promote good partnership working with other professionals. The provider attends regular meetings with the host-school teaching staff. They work together successfully to promote children's continuity of care and inclusion.

It is not yet outstanding because:

- The provider does not rigorously carry out supervision sessions and appraisal meetings to help promote the ongoing professional development of staff.
- There are no consistent opportunities for children to use and explore technology.

What the setting needs to do to improve further

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

- strengthen supervision meetings to sharply focus on the professional development of staff to help to raise the quality of practice
- provide more opportunities for children to explore and engage in activities involving technology.

Inspection activities

- The inspector spoke to a small number of parents during the inspection and took account of their views. She also spoke with school teaching staff, club staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of staff interaction during activities indoors and outdoors and assessed the impact this has on children's time at the setting.
- The inspector looked at a range of documentation, including the safeguarding procedures and policies. She also viewed children's activity records.
- The inspector observed a planned activity and discussed this with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as parents' feedback and she reviewed evidence of the suitability of staff working in the setting.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good awareness of the child protection procedures to follow. They attend routine and specialist safeguarding training to make sure they understand how to support vulnerable families. The provider has robust recruitment and induction procedures in place to ensure that staff are suitable to work with children. All staff work closely with parents and other professionals. They promote the daily exchange of communication with teaching staff and parents. This ensures that children have a smooth transition into school each day. Parents speak very highly of the provider and the staff team and they comment on how they feel very included in the setting. Many parents compliment staff on the additional support they offer children and their families as a whole. Both children and parents have an active voice within the setting and staff take on board their views and suggestions before making any changes.

Quality of teaching, learning and assessment is good

Children engage in a range of opportunities and experiences, which they discuss with staff on a daily basis. They have freedom to make their own choices, as well as joining in with a range of planned activities and experiences. Children have good opportunities to be creative. For example, they use a range of paint, glue, cardboard and glitter to make firework and rocket pictures. Qualified staff interact warmly and support children as they discuss how mixing paints together can make different colours. Older children use their imaginations well. They create their own bookshop and make posters to show how much the books cost. Staff show a genuine enjoyment of their roles and join in with children's games. They recognise what children like to do and follow their interests and ideas, helping them to build upon these. For example, children enjoy playing football. With staff, they have created a code of conduct to ensure that children of all ages are able to join in and play safely. Staff complete a book for every young child, which is filled with pictures and examples of activities children have taken part in. Staff share this with parents as their children move into year one.

Personal development, behaviour and welfare are outstanding

The well-established staff team works extremely well together to ensure that the key-person system is highly effective in promoting the well-being of all children. Staff provide an excellent model from which children learn about how to behave towards others and are very supportive and kind. They fully promote experiences that encourage children's understanding of people and communities around them. Staff promote opportunities for children to learn about a wide range of cultural events and festivals, such as Diwali. Children demonstrate exceptionally positive behaviour. They share, look out for other children and take turns without prompt. During activities, children cooperate with other children of differing ages. Older children guide younger children and support them as they play. For example, an older child shows a younger child how a particular resource works and then sits back to allow them time to practise. Children are very confident. Their independence skills are extremely well promoted during routines, such as teatime.

Setting details

Unique reference number	146768
Local authority	Hertfordshire
Inspection number	1040977
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	30
Number of children on roll	85
Name of registered person	Catherine Byron-Grange
Registered person unique reference number	RP512569
Date of previous inspection	14 October 2014
Telephone number	01438 817014

Knebworth Out of School Club was registered in 2000 and is situated within Knebworth primary school in Knebworth. The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only, 3.15pm until 6pm.

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