

Topkidz @ Radlett

St. Johns Infant School, Gills Hill Lane, RADLETT, Hertfordshire, WD7 8DD



Inspection date	7 November 2016
Previous inspection date	17 January 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

- The provider has made considerable improvements since the last inspection and values the ongoing support of a local adviser. She has put in place arrangements for the supervision of staff and provides a safe space for children to relax, enjoy some quiet time or complete school homework.
- Staff work very well with the other schools children attend. They have developed effective partnerships with each child's teacher. This enables them to share relevant information about each child and promote their continuity of care and development.
- An effective key-person system ensures the individual needs of each child and their family are met. Parents have high praise for the staff team and appreciate their caring, flexible approach to supporting them. They say that their children love attending.
- Children have plentiful opportunities to socialise with children of all ages. They are talkative at mealtimes and enjoy time to play games with their friends. Children listen to the contributions of others and ask inquisitive questions during activities. This helps to support their speech and language skills and developing relationships.
- Staff encourage children to access daily fresh air and exercise to help promote their physical development. Children benefit from use of the stimulating on-site school playground. They run freely, play football, climb apparatus and balance along bars.

It is not yet outstanding because:

- The provider is not making the best possible use of the supervision meetings to monitor and evaluate staff's practice. There is too little focus on raising the overall quality of the provision to the highest level.
- Staff do not always provide children with clear information about the range of activities and games available each day. Therefore, children are not always able to make informed choices about what they play with from the outset.

What the setting needs to do to improve further

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

- strengthen the focus on monitoring and evaluating staff's practice in supervision meetings to help raise the overall quality of the provision to the highest level
- provide children with clear information about the wide range of activities and games available to them at the club each day, enabling them to consider all available options and make informed choices about what they play with from the time that they arrive.

Inspection activities

- The inspector observed the quality of interactions during activities indoors and outdoors and assessed the impact this has on children's enjoyment. She spoke to children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the provider and held discussions with all members of staff working on the day of inspection.
- The inspector held ongoing discussions with the provider. She looked at relevant documentation, such as the action plans for the club, policies and files for staff and children.
- The inspector took account of the views of parents through discussions on the day and written feedback in the form of emails and questionnaires.
- The inspector saw evidence of the qualifications and suitability of all persons working on the premises and other documentation in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff complete ongoing risk assessments as children use each area. They take immediate action to alert the school caretaker to minimise any hazards. Staff regularly refresh their knowledge of child protection issues. They know the procedures to follow if they have any concerns for a child's welfare and where to access the relevant telephone numbers for making a referral. Staff support each other well. They are eager to take on further responsibility and develop their good practice. This helps to aid the smooth running of the club. The provider welcomes the views of parents to support continuous improvement. For example, shortly after each child joins, she sends an informative email to parents. This encourages them to share any concerns before the annual questionnaires are sent out. Following past feedback, she now provides a wider range of food to children at each mealtime. The provider is currently trialling new ways to gain the views of children to further enhance their enjoyment at the club.

Quality of teaching, learning and assessment is good

Staff manage groups of children with ease and provide a broad range of activities and games to capture their interest and help to support their ongoing development. This includes weekly craft and cooking sessions. They provide children with support and encouragement to try new experiences and develop their skills. Children choose from a wide selection of available materials to decorate foam butterflies and dinosaurs. They use glue sticks independently to fix glittery letters and plastic eyes to their creations. During free play, children use small bricks to build enclosures and figures of people to engage in imaginative role play. They happily colour, read or move toy cars along the floor space. Children know the letters of their name and come up with their own ideas and tasks. For example, they access the resources to assemble and make storybooks. Children are proud of their achievements. They walk around waving their designs in the air and are eager to talk to parents upon collection about what they have made.

Personal development, behaviour and welfare are good

Children enjoy their time at the club and often show a reluctance to leave. They develop secure attachments with staff and gain cuddles and reassurance as needed. Staff allow children to participate in activities at their own pace. This helps to build further on their existing confidence. Staff know children well and organise the environment to include their favourite resources and help them to experience a smooth move into the club. Staff provide children with clear explanations about how to keep themselves safe. For example, they remind children to wait for an adult before they go outside and inform them of any areas that are not safe to use in icy weather. Children use their manners unprompted and learn to treat each other with respect. Staff use positive strategies to promote children's good behaviour. For example, children are eager to be chosen as helper of the day and find out who has been awarded star of the week. They welcome responsibility as they locate their own belongings, hand out fresh fruit to their friends and assist staff to support younger children during planned activities.

Setting details

Unique reference number	EY424397
Local authority	Hertfordshire
Inspection number	1041478
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 - 10
Total number of places	30
Number of children on roll	52
Name of registered person	Topkidz Out-Of-School Hours & Daycare Group Limited
Registered person unique reference number	RP908033
Date of previous inspection	17 January 2013
Telephone number	07549998435

Topkidz @ Radlett was registered in 2012 and is one of three clubs managed by Topkidz Out-Of-School Hours & Daycare Group Limited. The after-school club employs five members of childcare staff. Of these, three hold relevant qualifications at level 2 or above. The after-school club opens Monday to Thursday, during term time, from 3pm until 6pm. Children attend for a variety of sessions.

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