

Munchkids After School Club



Gade Valley Jmi School, Gadebridge Road, HEMEL HEMPSTEAD, Hertfordshire, HP1 3DT

Inspection date	22 February 2017
Previous inspection date	12 December 2013

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

- Staff encourage children in their play and enable them to develop their skills. Children enjoy sports and craft activities and build on their physical, social and creative skills.
- Children develop confidence and are motivated to take responsibility for tasks. They learn about keeping themselves safe in different ways, such as learning about road safety.
- Staff work effectively together and with parents and teachers. They share information about each child to make sure that they understand their individual care needs and changing interests. This helps staff to plan and provide consistency of care as children move between their home, school and the club.
- Children's behaviour is good. They show kindness to each other as they share toys and include younger children in their games.
- Staff plan a wide range of experiences to complement children's chosen activities and to help them to develop new skills. Children become animated as they talk about the activities they take part in at the club and are excited about learning origami.

It is not yet outstanding because:

- Children are not always able to make independent choices about what they want to play with indoors, to support and extend their play on a larger scale.
- Self-evaluation does not set challenging targets or include the views of parents to raise the quality of the provision to an outstanding level.

What the setting needs to do to improve further

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

- provide further opportunities for children to make independent choices about what they can play with when indoors
- strengthen the focus of self-evaluation, including the views of parents, in order to help in setting more-challenging targets for improvement.

Inspection activities

- The inspector looked at areas of the premises used by the club, including the outdoor area.
- The inspector observed practice and the interactions between the manager, staff and children during the inspection.
- The inspector held discussions with the manager and staff. She looked at relevant documentation, such as evidence of the suitability of staff, children's records and policies and procedures. She discussed the club's self-evaluation with the manager.
- The inspector took account the views of parents and children spoken to on the day of the inspection.
- The inspector held discussions with the manager and staff at appropriate times during the inspection.

Inspector

Beverley Devlin

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Management and staff have a well-developed understanding of safeguarding procedures and attend training to keep their knowledge up to date. Staff know the procedures to follow if they have concerns about a child's welfare or if there is an allegation made against a member of staff. They are aware of the indications that a child may be being drawn into extreme views. Secure recruitment and vetting procedures help to ensure that all staff are suitable to work with children. Managers and staff work well with other professionals to provide a shared approach to meeting children's needs. This is particularly effective for children who have special educational needs or disabilities. Staff are deployed well, which helps to ensure they supervise children effectively and meet their needs. The qualified manager uses her skills to monitor staff practice effectively. She supports staff well, such as through regular supervision meetings. Staff have positive relationships with parents, who speak highly about the caring and friendly nature of the staff.

Quality of teaching, learning and assessment is good

Staff understand that children learn through play. The varied skills and experience of the staff contribute to a broad range of experiences for children of all ages. For example, children can choose from two planned activities daily. On the day of the inspection they enjoyed team sports games outdoors and made origami bookmarks during the arts and crafts session. Staff build on children's love of learning, complementing what they learn at school. For example, they invite children to share their artefacts and costumes following the school's 'world culture' day. Staff successfully develop children's communication and language. For example, they interact with children well and ask questions to develop their thinking skills and interests. A suggestion box is used so that all children can leave messages on a range of themes. This includes particular activities children may be interested in exploring or comments on how they feel.

Personal development, behaviour and welfare are good

The key-person system is managed by staff who effectively support children's well-being. They work closely with parents to help children settle in and take account of information provided, such as children's likes and dislikes. Children get lots of fresh air and physical play opportunities. For example, they use the secure outdoor playground or the sports hall to run or play ball and team games. Children display great teamwork and energy after a busy day at school. They enjoy healthy, nutritious snacks and drinks and happily tidy up after snack time. Children's move from school into the club is welcoming, safe and orderly. For example, staff record children's attendance on arrival and escort children to the classroom and welcome them. Children follow familiar daily routines which help them feel confident and which contribute to their safety and security. For example, children hang their coats and bags in the designated area to ensure they do not pose a trip hazard. Staff provide a positive environment where children enjoy plenty of praise and are encouraged to help to agree the rules of their club.

Setting details

Unique reference number	EY465937
Local authority	Hertfordshire
Inspection number	1066984
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	32
Number of children on roll	58
Name of registered person	Munchkids After School Club Ltd
Registered person unique reference number	RP529813
Date of previous inspection	12 December 2013
Telephone number	0796 0450318

Munchkids After School Club was registered in 2013. The club employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, term time only. Sessions are from 3pm until 6pm. The club supports children who have special educational needs or disabilities.

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 2017

