

# Home From Home Out Of School Club



Westfield First School, Durrants Lane, BERKHAMSTED, Hertfordshire, HP4 3PJ

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 20 February 2018 |
| Previous inspection date | 12 March 2014    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | 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                   |                         | Outstanding    | 1        |
| Outcomes for children   |                         | Not applicable |          |

## Summary of key findings for parents

### This provision is good

- Development plans are meaningful and demonstrate a commitment to driving forward ongoing improvement. Parents and children regularly give their feedback and staff implement their ideas into practice. For example, they are incorporating more outside activities into their planning following children's ideas.
- Staff are aware of children's development levels and what they are learning about at school. They observe children as they play and share relevant observations with parents and children's teachers from the school on site. This effectively promotes continuity in most children's care and learning.
- Staff help children to learn way of how to keep themselves safe. For example, children assess what risks might be associated with new equipment. They successfully complete risk assessment forms and display these as a reminder of how to use equipment safely.
- Children play together extremely well and their behaviour is excellent. Staff set high expectations and are consistent in their approach. Children understand what is expected of them and are confident to express their views.
- Staff are well qualified and experienced and they work well together to meet children's needs. They create a safe and highly simulating environment where children make choices and engage very well in their play.

### It is not yet outstanding because:

- The strategies used by staff to share information about children's interests with schools are not always successful.

## What the setting needs to do to improve further

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

- enhance ways to work in partnerships with all schools children attend to promote a more consistent approach to understanding children's interests.

### Inspection activities

- The inspector observed the quality of activities indoors and assessed the impact this has on children's enjoyment.
- The inspector discussed the children's involvement in activities with the senior manager and members of staff.
- The inspector held discussions with the senior manager and club manager.
- The inspector looked at relevant documentation, such as the evidence of the suitability of staff working in the club and the safeguarding policy and procedures.
- The inspector spoke to parents and children during the inspection and took account of their views.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff use risk assessments effectively. This contributes to maintaining a safe environment for children. Staff have attended safeguarding training and have a good understanding of the correct procedures to follow in the event of any concerns about a child's welfare. Staff turnover is extremely low, despite this the provider has robust vetting procedures to ensure that children are cared for by suitable people. A comprehensive staff induction procedure helps staff to quickly understand their role and responsibilities. The senior manager works alongside the club manager and staff to coach and shape their practice. Staff supervision procedures are effective and are used to identify ongoing professional development opportunities. For example, the club manager is enrolled on leadership and management training to help him to improve his knowledge and skills and enhance the quality of the provision.

### Quality of teaching, learning and assessment is good

Children are confident to follow their own ideas and be independent in their play. The role-play area is very popular and children engage in meaningful imaginative play. For example, they enjoy pretending to be a family and act out familiar scenes, such as feeding and bathing dolls. Children use dressing-up clothes to enhance their play, eagerly helping each other with the fastenings. They are well motivated and also keen to give their ideas for adult-planned activities. For example, they ask to make dough as they are interested in what it is made from. Staff provide a recipe card and support children to gain information from this, such as how many spoonfuls of oil they need. Children enjoy watching, smelling and feeling how the mixture changes as they add to the ingredients. They describe it as being squishy and smelling like toothpaste.

### Personal development, behaviour and welfare are outstanding

Staff create an extremely calm and nurturing environment where children feel very comfortable and have a wonderful sense of belonging. Staff provide superb opportunities to encourage children to lead a healthy lifestyle and to be as independent as possible. Children choose from a range of fresh ingredients as they prepare their own snack. Staff sit with children as they eat and chat to them, for example, about what they did during the school holidays. Children have many opportunities to be very active. On dark nights when they cannot use the school playground, staff organise games and sports indoors. Children enjoy parachute games and show great sportsmanship as they engage in team games. Parents are full of praise as they talk very positively about the care their children receive from the staff. Many parents say their children have moved from the provider's nursery to the out-of-school club. This offers children wonderful consistency of care from staff and enables children to feel very secure in their new surroundings. Children are highly engaged in their play and thoroughly enjoying their time at the club.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY350259  |
| <b>Local authority</b>                           | Hertfordshire   |
| <b>Inspection number</b>                         | 1088017   |
| <b>Type of provision</b>                         | Out of school provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 4 - 11  |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 42  |
| <b>Name of registered person</b>                 | Elizabeth Mary Curtis   |
| <b>Registered person unique reference number</b> | RP512509  |
| <b>Date of previous inspection</b>               | 12 March 2014   |
| <b>Telephone number</b>                          | 07884436916   |

Home From Home Out Of School Club registered in 2007. The club employs three members of childcare staff, all of whom hold appropriate qualifications at level 2 or above. The club opens Monday to Friday during school term times from 7.30am until 9am and 3.10pm until 6pm. During the school holidays the club opens from 7.30am until 6pm.

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