

Kool Kats After School Club



Hobbs Hill Wood Primary School, Peascroft Road, HEMEL HEMPSTEAD,
Hertfordshire HP3 8ER

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| Inspection date | 23 October 2018 |
| Previous inspection date | 15 May 2014 |

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of leadership and management | | Inadequate | 4 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Inadequate | 4 |
| Outcomes for children | | Not Applicable | |

Summary of key findings for parents

This provision is inadequate

- The provider does not have a secure knowledge of the requirements of the early years foundation stage. She does not ensure that all staff have a secure understanding of all aspects of safeguarding.
- A key-person system is not in place to meet children's individual needs. Staff do not have all the information they need to meet the individual needs of the youngest children attending. This has a negative impact on staff's ability to complement children's experiences and interests within the club.
- Self-evaluation is not sufficiently robust to identify breaches in requirements and prioritise areas for improvement.

It has the following strengths

- Children demonstrate that they enjoy using their senses. They use their hands to explore the sensation of dried cereal mixed with cinnamon in a shallow tray. Children make various marks and tracks using their fingers and the palms of their hands.
- Children show that they enjoy attending the club. They confidently talk about their play and make independent choices of what they would like to play with.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|--|------------|
| ensure that all staff have an up-to-date knowledge of all current safeguarding legislation | 06/11/2018 |
| implement a key-person system to meet the individual needs of children | 06/11/2018 |
| ensure that appropriate arrangements are in place for staff working with the youngest children to have all the information they need to meet their individual needs. | 06/11/2018 |

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

- implement an effective system for self-evaluation to identify and target areas for improvement.

Inspection activities

- The inspector observed the activities indoors and outdoors, and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to parents and grandparents during the inspection and took account of their views.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider, who has lead responsibility for safeguarding, does not provide all staff with ongoing guidance, such as recent safeguarding legislation. Some staff are not aware of their responsibilities under the 'Prevent' duty. They do not have a clear understanding of the actions to take if children are at possible risk of being exposed to extreme ideas. This puts children at risk. However, staff have an appropriate understanding of the possible signs of abuse and neglect. Staff have adequate opportunities to extend their knowledge and skills. The provider ensures that staff complete compulsory training, such as first aid. She meets with staff regularly to review their practice and support them to obtain relevant qualifications. The provider does not demonstrate a commitment to improve. Self-evaluation is not fully effective. Although the provider seeks the views of staff, parents and children to help review the club's work, she has not addressed one of the recommendations from the previous inspection. Furthermore, the provider has not identified and addressed significant weaknesses in the leadership and management of the club.

Quality of teaching, learning and assessment requires improvement

Staff exchange basic information about children's care and welfare with the teachers at the schools or nurseries they attend. However, the absence of a key-person system means that staff do not identify what the youngest children know and can do, or what they are learning at school or nursery. This means that staff are unable to build on experiences at the club that complement their learning in school or nursery. Staff generally interact with children and encourage them to solve problems as they participate in craft activities. For instance, they hold the reel of sticky tape so that children can cut a piece off. Children demonstrate an understanding of how to handle scissors safely. They use their imaginations to mould dough to create worms, and persevere as they roll out long lengths of dough to fit around the edge of a circle shape. Staff listen to children's ideas and join in with their play as they build structures using plastic bricks. Parents comment that their children enjoy attending the club.

Personal development, behaviour and welfare are inadequate

Significant weaknesses in leadership and management mean that the provider is unable to safeguard children from significant harm. There is no key-person system in place. This means that the youngest children and their parents do not have the opportunity to develop a secure relationship with a specific member of staff. Some of the youngest children's initial emotional needs are not fully met and they take a while to settle into the club. Staff encourage children to carry out age-appropriate tasks. For instance, they collect their plates and utensils in preparation for their meal. Children are provided with a healthy range of food that helps to promote their health. Staff use clear methods that help children to understand the expectations of the club. All children behave well and older children are positive role models for younger children. Supervised daily access to large apparatus and activities in the outdoor area help children to be physically active in the fresh air. For instance, they take turns to balance on beams and play football.

Setting details

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| Unique reference number | EY412469 |
| Local authority | Hertfordshire |
| Inspection number | 10059800 |
| Type of provision | Out-of-school day care |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 3 - 9 |
| Total number of places | 65 |
| Number of children on roll | 112 |
| Name of registered person | Hart, Margaret Ann |
| Registered person unique reference number | RP515052 |
| Date of previous inspection | 15 May 2014 |
| Telephone number | 07875 654069 |

Kool Kats After School Club registered in 2010. The club employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The club opens from 7.45am until 8.45am and from 3pm until 6pm, Monday to Friday, during term time only.

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.

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