

Home From Home Out Of School Club

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

Inspection date	12/03/2014
Previous inspection date	04/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy attending the club. The staff know the children really well and work closely with parents and school teachers to provide experiences that appeal to children's interests and provide continuity in their learning.
- Staff are highly successful in promoting respectful relationships and positive behaviour because they set clear and consistent expectations. As a result, children enjoy warm friendships, behave extremely well and feel safe and secure.
- The professional development of staff is very well supported by the registered provider and management. Staff are encouraged to continually develop their skills and knowledge by attending training and through networking with other settings. This contributes significantly to the good quality practice.

It is not yet outstanding because

- There is scope to provide a greater range of less active things to do for children outdoors, so that those that prefer quieter, more passive activities are always well-occupied.
- There are further opportunities for children to find out about cultural diversity and difference through a wider range of resources and displays.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main community room and outdoor playground.
- The inspector looked at a selection of policies, procedures and records, including evidence of staff suitability and their qualifications.
- The inspector looked at planning documents and records for children in the early years age group.
- The inspector spoke with the registered provider, manager, staff and children at appropriate times throughout the inspection.
- The inspector read comments made by parents in some recent questionnaires.

Inspector

Hilary Preece

Full report

Information about the setting

Home from Home Out of School Club was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the community room at Westfield First School in Berkhamsted, Hertfordshire, and is one of four early years provisions under the same private ownership. Children attend from several local schools. They are transported to the club by walking or in company vehicles. Children use the school grounds for outdoor play. The club employs five members of childcare staff. Of these, one holds appropriate early years qualifications at level 4, two at level 3 and two at level 2. The club opens Monday to Friday during school terms. Sessions are from 7.30am until 9am and 3.10pm until 6pm. During the school holidays sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently eight children attending who are in the early years age group.

What the setting needs to do to improve further

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

- provide children with a greater choice of things to do outdoors if they do not wish to be physically active, such as reading books or using small world imaginative play resources
- extend the range of resources and displays to enhance children's awareness of cultural difference and linguistic diversity.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff are well-qualified and experienced in play work. They have a good knowledge of how children learn and apply this appropriately within the context of offering out of school provision. Staff recognise that children attending the after school club have been learning all day in school and so provide a balanced range of play experiences and physical activity which allow children the freedom to develop and extend their learning if they so wish. They find out from the children themselves, their parents and their school teachers what the children enjoy and what they are currently learning. They use this information, together with their own observations, to plan activities that are tailored to children's achievements and interests. For example, staff provide many different creative arts and crafts materials for children who enjoy these activities to develop their imaginative ideas and their writing. This ranges from painting, sewing and flag making to making self-portraits from paper plates and writing about themselves.

Staff are well-deployed to engage with children in play while also allowing children time and freedom to play independently. Staff support children's communication and thinking well. For example, they set children the challenge of weaving scooters through a series of cones which requires a significant degree of coordination and control. The children recognise that this is particularly difficult and suggest that it could be made easier by placing more distance between the cones. This demonstrates children's ability to think and to develop their own ideas when coming up with solutions to problems. Children are very keen to operate a remote controlled car around the playground. They work cooperatively by taking turns so that all those that want to can have a go. They competently demonstrate how the car moves in different directions depending on which levers they press.

Children volunteer their own ideas about what they would like to do and learn about. For example, they were recently keen to find out about Chinese new year celebrations. Staff included this within their planning by borrowing some appropriate resources from the school and offering Chinese food tasting activities. However, there is greater scope for children to learn about the wider world by extending the range of resources and displays within the environment that reflect cultural diversity and linguistic difference.

The contribution of the early years provision to the well-being of children

Each child in the early years age group has a key person who liaises closely with parents and school teachers to ensure that children's personal care and well-being are supported as they join the club. The key person understands the importance of this role in helping to build children's confidence and relationships. Many of the children have previously attended other early years settings that are run by the registered provider so are well-known to the staff. This helps staff to quickly respond to children's needs and ensures that children settle in very easily when they are new. Children comment that they feel safe and secure within the club. They appear to genuinely appreciate the care given by the adults and they know that they can go to them for help at any time. Children behave extremely well and show a high level of respect for others. Staff encourage children to devise their own 'golden rules' and to reflect on their own behaviour and that of others. For example, after tea each day a child is asked to think who has shown positive behaviour and kindness by choosing another child to be 'star child.' This strategy builds children's self-confidence and esteem, as well as serving to reinforce the club's expectations and high standards.

Staff carry out suitable checks on the premises and equipment to ensure that they are safe. They understand company procedures, such as knowing what to do in the event of an emergency evacuation or a child going missing. Staff ensure that children are kept safe on the journey between school and the club premises by following consistently safe routines, whether they are transported by vehicle or on foot. Staff risk assess any venues used for outings by children attending the holiday club prior to taking the children. The club has recently responded to children's requests to obtain company T-shirts to replace the current identification tab that children wear in order to easily identify them and to increase their sense of belonging and identity. Children demonstrate through daily routines

that they have a mature regard for safety. For example, they line up sensibly when moving between the indoor and outdoor areas and listen to the adults who instruct them.

Children follow good health and hygiene practices with little reminding necessary. They automatically wash their hands on arrival and before eating. They make healthy choices by eating from a selection of fresh fruits and carbohydrates offered as a snack on arrival. During tea time children help to serve their food and to clear their plates afterwards, therefore, practising their independence skills. Staff are well-deployed throughout mealtimes to engage with children and provide any assistance. This ensures that such routines are calm, sociable experiences. Children's awareness of healthy eating is further supported through food and cooking activities, such as making fruit kebabs, where there is plenty of discussion about the benefits of certain foods on their health. There are many opportunities for children to be physically active outdoors. They use a spacious playground where they enjoy ball games with the staff or riding scooters around obstacle courses. However, there are not always enough resources for children who prefer to play quietly and be less active outdoors. This means that occasionally some children may not be fully occupied or motivated to join in.

The effectiveness of the leadership and management of the early years provision

This is a well-managed club. The registered provider leads a strong team of confident staff. There is a good support network for the staff throughout the company with regular opportunities to meet and share good practice. The recruitment, vetting and induction processes are robust and ensure that staff have suitable skills, experience and aptitudes for working in a play setting. For example, the provider insists on making appropriate checks on every employee before they commence work. She provides a thorough induction process and probationary period in order to train and monitor the performance of employees. This ensures that all staff are equipped with core skills in child protection, first aid and food hygiene. All levels of management and staff demonstrate that they have a secure knowledge of how to respond to and report any concerns about children and how to follow appropriate accident procedures. The registered provider offers regular supervision meetings to enable staff to reflect on their work and air any concerns about others. These factors ensure that safeguarding arrangements are robust.

The club staff constantly reflect on practice in order to make sure that it reflects the wishes of children and their parents. The manager uses self-evaluation well to identify the club's strengths and to highlight areas for development. For example, following a recent inspection at one of the other out of school clubs run by the company, the team has decided to review the way it carries out observations on the early years children in order to link children's learning and achievements more closely with the Statutory framework for the Early Years Foundation Stage. The manager routinely monitors the planning to ensure that activities are planned to complement children's learning in school and that the programme they offer supports children's continuity in learning. Staff have regular opportunities to attend training workshops which provide fresh teaching ideas so that there is always something new and exciting to offer the children.

Parents are provided with good information about the service provided. The club has recognised that many parents find it easier to communicate electronically so now encourage their feedback via email. Additionally, information about daily activities and menus are displayed on boards for parents to quickly see when they collect their children. Comments from parent questionnaires are overall very positive and suggest relationships are strong. The club currently does not have any children with special educational needs and/or disabilities on roll, and nor are there any children who speak English as an additional language. However, arrangements are in place to meet any specific needs and staff have a sound knowledge of the importance of working in partnership with parents and seeking appropriate guidance from external agencies.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY350259
Local authority	Hertfordshire
Inspection number	857445
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	46
Name of provider	Elizabeth Mary Curtis
Date of previous inspection	04/12/2008
Telephone number	07884436916

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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