

# XYZ After School Club

Inspection report for early years provision

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**Unique reference number** EY397554  
**Inspection date** 02/02/2010  
**Inspector** Susan Tuffnell

**Setting address** The Lodge Room, Aboyne Lodge School, Etna Road, St. Albans, Hertfordshire, AL3 5NL  
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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

XYZ After School Club was registered in 2009. It is privately owned and operates from the Lodge Room at Aboyne Lodge Primary School, St Albans, Hertfordshire. The club have use of the school playground for outside play and all children share access to this area. There is level access to the building and the enclosed outdoor area. The club opens each weekday from 3.15pm to 6:00pm term-time only. The club is registered for 24 children on both the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently two children attending who are on the Early Years Register. All the children also attend Aboyne Lodge Primary School.

There are three members of staff, of which the manager has an appropriate early years qualification. Two members of staff and two of the three business partners are working towards a recognised childcare qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

XYZ After School Club provides effectively for children in the Early Years Foundation Stage. The staff create a very welcoming environment and are skilled at making sure that all children are included and benefit from the good range of activities. Management and staff are aware of the strengths and areas for improvement within the setting. They are working with parents, carers and other agencies to share information, promote children's learning and development and improve the experiences of the children who attend the club. Equality and inclusion and the diversity of individuals and communities is valued and respected.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents about who has legal contact with the child; and who has parental responsibility 18/02/2010

To further improve the early years provision the registered person should:

- undertake sensitive observational assessment in order to plan to meet young children's individual needs
- ensure children have opportunities to find out about and identify the uses of information and communication technology to develop skills for the future.

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

The management offers guidance to staff and has excellent procedures in place to support the smooth running of the sessions, so that children are offered a secure environment in which to play and learn. Comprehensive policies and procedures ensure that children's welfare is promoted well. Children are safeguarded by effective systems for recruiting staff, that ensure all staff are suitable to work with children. However, information from parents or carers about who has legal contact with the child and who has parental responsibility, are not in place, to ensure all safeguarding requirements are met. Staff show a genuine desire to promote the best care and opportunities for the children. They review and update training and knowledge and the professional development of staff is supported by the management. Close and meaningful links with parents and the school promote the integration of care, education and extended services. Good quality information is shared with parents through newsletters, notice boards and the daily exchange of verbal information. Children are valued as unique individuals. Staff who work at the setting, also work in the school and the smooth transition of information between the school and the after school club, ensures children's needs are met very well.

The management and staff have a clear vision for the future. They are motivated to continue to improve the provision to achieve the best outcomes for children, with an accurate assessment of their strengths and weaknesses and achievable and exciting priorities for the future.

## **The quality and standards of the early years provision and outcomes for children**

Children are offered good opportunities and a variety of interesting activities that enable them to make good progress across most areas of learning and development. Planning and activity sheets show a good range of interesting activities. However, sensitive observational assessment is not carried out in order to plan to meet children's individual needs, and ensure that their progress is tracked securely through the early learning goals. Staff respond positively to children's interests and enrich their learning experiences by enabling children to initiate play and lead activities. For example, older children love to entertain the others with sketches and plays. The younger children show interest as they are invited to join-in or watch the show. Staff give lots of praise and encouragement for the children's efforts and achievements and are fully involved in their learning. For example, staff help children set up a board game and go through the rules with them. The children choose colour counters and all attempt to roll a number six on the dice to start the game. Children wait patiently for their turn and help to count the spaces as others move their counters around the board. Children are immersed in the game and get very excited as the game climaxes into a close finish and the winner is named.

Children know each other well, share the resources and take turns using

equipment. They are happy and sociable, as they sit chatting to their friends at snack time. Children join in with healthy eating awareness at the breakfast club and discover how much they know by answering questions on nutrition and health. They are offered attractive and freshly prepared healthy snacks such as flour wraps, cheese, cucumber, red peppers and hummus. Children follow very good hygiene routines. They go independently to wash their hands before snack with minimal prompting from the staff. Children clear away their own plate and cup after they have eaten. Staff use innovative activities to extend children's understanding of bacteria and germs. Children wash their hands and then apply special gel which shows clearly when dry, the places where germs and bacteria are still apparent and surprised and concerned children wash their hands again more thoroughly, to remove all traces. Children show a high level of independence as they access play materials freely and lead in all aspects of play. Physical play takes place inside and outside. Children are able to use the school playground to practise skills with hoops and active play takes place inside, for example, table games. A challenging variety of equipment is available to the children to practise skills such as scoops and balls, wobbler boards, skipping ropes, skateboards and stilts.

Children are cared for in a very safe, secure environment. They gain an understanding of personal safety as staff guide them through the procedure of walking from the school. Children understand that they must come straight to the after school club when school has finished and sign themselves in. This is reinforced in the school to ensure their safety. Children's understanding of safety is promoted with a visit from fire officers to talk to the children about the dangers of fire and to enable them to handle and learn about the fire fighting equipment. Children enjoy the visit and send letters and drawing to the fire-fighters to thank them. Children make up their own behaviour rules and reinforce them as a group. Wider world festivals take place at the school and are extended at the after school club. For example, the Chinese New Year celebrations are planned with art and craft activities and Chinese food. The Spring Watch topic and Nature Week gives children opportunities to explore and investigate the natural world. However, opportunities to find out about and identify the uses of information and communication technology, are not in place to ensure children develop important skills for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met