

Golden Opportunities Childcare Service

Bowmansgreen Primary School, Telford Road, London Colney, St. Albans, Hertfordshire, AL2 1PH

Inspection date	08/01/2015
Previous inspection date	12/06/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff have an effective buddy system in place for the younger children in the setting. This supports them to settle in quickly and build upon their social skills.
- Staff can recognise the signs and symptoms that would cause them concern about children's welfare and know who they must report their concerns to. This helps to keep children safe from harm.

It is not yet good because

- Management do not ensure that all staff records are easily accessible and available for Ofsted to look at on request. Therefore, they cannot demonstrate that children are adequately safeguarded at all times.
- Partnerships with parents are inconsistent. Staff do not always communicate with them about how they follow children's interests and complement teaching and learning that happens at school.
- Self-evaluation systems are not always effective. Staff do not identify weaknesses in practice and quickly address them to ensure that the legal requirements are fully met.
- Staff do not always provide children with explanations of why they need to follow the rules of the setting or about the impact their actions could have on their personal safety.

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 saw the rooms used by the setting and observed children taking part in a range of activities. She spoke with the staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager and held a meeting with her.
- The inspector checked evidence of Disclosure and Barring Service checks and some evidence of suitability, qualifications and training of staff.
- The inspector looked at a range of policies, procedures and risk assessments.
- The inspector spoke to parents and has taken account of their views.

Inspector

Katherine Hurst

Full report

Information about the setting

Golden Opportunities Before and After School Club was registered in 2007, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Bowmansgreen Primary School in London Colney, and is privately managed. The setting serves the local area and is accessible to all children. It operates from the school dining hall and there is an enclosed area available for outdoor play. The setting employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. It opens from Monday to Friday during term-time. Sessions are from 7.30am until 8.40am and 3pm until 6pm. There are currently 85 children on roll, two of whom are in the early years age group and they attend a variety of sessions. The setting provides a play scheme during school holidays, depending on demand.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that staff employment records are easily accessible at all times in order to demonstrate to Ofsted, and those who have a professional right to see them, that safe recruitment processes are robust and that all staff are suitable to work with children

- improve communication with parents of children in the early years age range and ensure that they are regularly informed of how staff complement teaching and learning that happens in school to respond to children's interests and support their individual needs.

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

- explain to children the reasons why they need to follow rules and expectations for behaviour and the impact it could have on their personal safety and personal, social and emotional development if they choose not to

- improve self-evaluation systems and arrangements to monitor staff performance to ensure that weaknesses in practice are quickly recognised and addressed.

Inspection judgements

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

Staff communicate with the parents of children in the early years range and ask them how they would like staff to support their children's learning. The staff store this information with observations that the key person makes and it forms a profile about the child. Although staff regularly speak to the Early Years Foundation Stage teachers about children's interests and learning, they do not frequently communicate with parents. Therefore, they do not share how they are supporting the children or the progress they are making in the areas of learning, as parents request. Consequently, partnerships with parents are not always successful and staff cannot demonstrate how children's needs are consistently met.

Children are happy at the setting and remain engaged in the activities that staff provide for them. When they first arrive, they are greeted by friendly staff who ask them about their day. Staff encourage children to take responsibility for some activities; for example, to put their personal belongings in the corner of the room, to register themselves and to serve their own snack. They use an effective method of ensuring children listen to adults when they are talking to the whole group and children generally follow instructions well. Therefore, staff support children to acquire some of the important skills that they need for the next stages in their learning.

Staff provide children with opportunities to make their own choices about their play. For example, when they have use of the main school hall, staff ask all children what games they would like to play. Staff allocate an amount of time, such as, 15 minutes, to the different games and any children can join the activities. This encourages children to take turns and play cooperatively with their peers. Staff ask children to decide the rules of the game and to explain to their peers how it is played, while ensuring that everyone else listens to them. This helps children to develop their confidence to speak within group situations. As a result, staff support children to lead their play and to also try new activities with their peers. Staff encourage children to communicate their ideas. For example, during snack time, an older child asks if they can have 'silent snack'. The member of staff asks all children if they can remember the signs for the various foods on the table. She engages them in discussion about this, and when the group of children cannot remember the sign for 'jam', she asks them if they could make up a sign for it. All the children take it in turns to suggest their idea. Consequently, staff engage and motivate children, which extends their critical thinking.

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

There are breaches in the safeguarding and welfare requirements. This is because the provider does not ensure that recruitment records for every member of staff are easily accessible to verify that they are suitable to work with children. Therefore, she is unable to provide evidence of how they consistently promote children's well-being. Nevertheless, children are happy at the setting and enjoy their time there. Children develop warm attachments with the staff and are content in their care. Staff use information that they gain from parents to support children to settle in and feel comfortable. For example, they talk to children about their favourite films and provide activities that they know they enjoy, such as construction toys. Staff support children to build friendships with their peers. The buddy system in place at the setting helps children in the early years age range and those

new to the setting to settle in quickly and happily. There is a key-person system in place for these children to ensure that their individual care needs are met. Staff praise children for their efforts, which raises their self-esteem. Consequently, this helps to promote children's personal, social and emotional skills.

Staff enable children to develop their independence and build on skills that they use in school. For example, staff encourage all children to write their own names and the time they have arrived on the register and wash their plates and cups after snack. Generally, children's behaviour is good. However, although staff promote positive behaviour, they do not always explain to children why they need to stop doing something, such as running inside in the classroom. Therefore, children do not consistently learn the reasons behind the behavioural expectations of the setting and the implications for their own safety.

Staff support children to learn about the importance of healthy lifestyles. For example, they talk to them about sugar, the foods it is found in and why it is not healthy to eat lots of it. Staff provide nutritious snacks for children, who know to wash their hands before sitting down at the table. Children can choose to play outside in the enclosed courtyard, and on occasions, staff are able to provide activities in the main school hall that is situated next to the setting. This enables children to run around in a large space, promoting their physical skills. The staff provide suitable resources and equipment of good quality for children to use and play with.

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

Although the provider ensures that all staff undergo Disclosure and Barring Service checks before they start work with the children, she does not ensure that all staff employment records, in particular for new staff, are easily accessible. There are also breaches of legal requirements for both parts of the Childcare Register. Therefore, during the inspection, the provider was unable to provide adequate evidence of her safe recruitment processes, such as, identity checks and references, to show that each member of staff is suitable to work with children. Consequently, the provider is unable to demonstrate that children's safety and welfare is consistently protected. Staff do, however, have a secure knowledge of current safeguarding issues and they understand their responsibility to keep children safe from harm. This helps to promote children's welfare. The breaches in legal requirements have little impact upon children's care, because this issue relates to one member of staff who is appropriately supervised at all times.

Generally, staff share information with parents about children's care needs and this helps to promote a continuity of care between the setting and home. However, the lack of precision means that partnerships with parents are not consistently effective, as they do not discuss children's learning regularly. Parents do state that their children are happy and safe at the setting. Staff work collaboratively with the Reception teachers and head teacher within the school and they regularly communicate about children's individual needs. This helps to promote continuity of care.

There are adequate arrangements in place to monitor staff performance. The manager

has regular supervision meetings with staff to discuss both their strengths and areas of practice to be improved. However, as staff partnerships with parents need improving, there is a need to develop how staff are monitored in this area. The manager ensures staff attend regular training sessions to keep their knowledge and practice up to date. For example, all but one member of staff hold a current first-aid qualification, which enables them to respond quickly to accidents with appropriate knowledge and understanding. This has a positive impact on children's care. Since the last inspection, staff have developed their knowledge and the majority of them hold a childcare qualification at level 2 or above. The manager identifies areas of practice for development, such as, improving the outdoor area and the activities offered. Nonetheless, self-evaluation is not consistently effective as staff do not identify the weaknesses in practice and address them quickly.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that there are effective systems in place to evidence that the registered person, the manager and any person caring for, or in regular contact with, children; and any person who works on the premises where childcare is provided, is suitable to work with children (compulsory part of the Childcare Register)
- keep the name, home address and telephone number of every person working on the premises on which childcare is provided and retain this information for a period of two years (compulsory part of the Childcare Register)
- ensure that there are effective systems in place to evidence that the registered person, the manager and any person caring for, or in regular contact with, children; and any person who works on the premises where childcare is provided, is suitable to work with children (voluntary part of the Childcare Register)
- keep the name, home address and telephone number of every person working on the premises on which childcare is provided and retain this information for a period of two years (voluntary part of the Childcare Register).

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY346785
Local authority	Hertfordshire
Inspection number	857367
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	33
Number of children on roll	85
Name of provider	Alison Forde
Date of previous inspection	12/06/2009
Telephone number	01727 767772

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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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