

# Inspection of Time Out After School and Breakfast Club

Manland School, Sauncey Avenue, HARPENDEN AL5 4QW

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Inspection date:

22 September 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children attend this provision with great joy and enthusiasm. They have many opportunities to choose what they would like to explore and access with help and support from staff. The environment is spacious with fun and exciting activities. For example, children enjoy exploring the quiet reading area, which has been transformed into the setting's library. Children play well together. They are friendly and engage in conversations with each other. This helps strengthen their social interactions and builds on their confidence and self-esteem.

Children have strong relationships with the staff and understand the setting's established routines. Children are confident to approach staff, for example to ask for help and support. They enjoy the outdoor area and have many opportunities to be active and learn about healthy lifestyles. For example, staff encourage the children to engage in a game of throw and catch, or a tennis game. This helps them to further develop their gross-motor skills while following the rules of the game and working as part of a team.

## **What does the early years setting do well and what does it need to do better?**

- Staff offer an inclusive and diverse provision. They take children's views and interests into consideration when planning a range of fun and exciting activities. Staff meet with the children at the beginning of each year to discuss what they would like to explore and have access to. This is then fed into the setting's future planning.
- Staff behave as excellent role models to the children. They model language well and engage in meaningful conversations with the children. Staff support children's literacy skills too while teaching them new words and concepts, such as 'ridiculous' and 'butler'. As a result, children are able to recall past experiences with confidence.
- The environment is safe and secure. Children enjoy being outdoors on the school playground. They have fun exploring a fascinating activity where they build large structures with magnets. Staff continuously converse with the children, supporting their critical thinking and problem-solving skills.
- Staff engage very well with the children. They are warm and caring and support children's emotional needs. Staff continuously praise children's achievements, and this encourages children to persevere when obstacles occur. This helps to build on their resilience and self-esteem.
- Children behave very well. They show high levels of respect towards their peers and staff. Staff give clear instructions and explanations, so that children understand the expectations for appropriate behaviour. For example, when children are picked up from school, they walk confidently to the setting's area.

- Leaders have a clear vision for the setting. They strive to deliver high-quality care and inspirational activities for the children. Leaders take great pride in being an electronic-free setting, teaching the children the joy of playing and interacting with their peers. Leaders value the staff. They place an emphasis on their well-being and professional growth.
- Staff benefit from regular meetings and training that enable them to develop their practice and knowledge. They say they are happy working at this setting and feel very well supported in their role. Staff reflect on what children enjoy and discuss how they can improve their practice, share ideas and make suggestions to the leaders.
- Partnerships with parents are warm, strong and effective. Parents comment how inclusive and supportive the setting is. Staff work well with parents to find out about the children's needs and interests. This promotes a good continuity of care.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have good knowledge and understanding of safeguarding, including wider aspects, such as the 'Prevent' duty. There is a robust induction process in place to ensure all staff members complete regular and relevant training, to keep their safeguarding knowledge current and up to date. The recruitment process is detailed and effective. Staff have a deep knowledge and understanding of how to deal with disclosures and referrals to relevant professionals, to protect children from harm. Furthermore, effective staff deployment means that children are well supervised and cared for. This helps to assure children's safety and welfare.

## Setting details

<b>Unique reference number</b>	123638
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10233548
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 10
<b>Total number of places</b>	46
<b>Number of children on roll</b>	103
<b>Name of registered person</b>	Time Out After School Club Committee
<b>Registered person unique reference number</b>	RP523783
<b>Telephone number</b>	07807 921246
<b>Date of previous inspection</b>	20 October 2016

## Information about this early years setting

Time Out After School and Breakfast Club registered in 1996 and is situated in Harpenden. The club employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club opens Monday to Friday from 7.30am to 8.40am, and from 3.15pm to 6.15pm (5.15pm on Fridays) during term time only. It also operates a holiday club during some school holidays.

## Information about this inspection

### Inspector

Anca Sandu

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provision.
- The provider and the inspector completed a learning walk together. They discussed how the provision and activities are organised.
- The inspector observed the interactions between staff members and children, and assessed the impact this has on children's well-being and learning.
- The inspector had a discussion with the staff members about the activities provided to all children.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the leaders. She looked at relevant documentation and reviewed evidence of the suitability of staff to work with children.

We carried out this inspection 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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