

Extra Time Club

Inspection report for early years provision

Unique reference number

EY366778

Inspection date

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

The Extra Time Club was registered in 2007. It operates from the County Primary School in Griffydam, Leicestershire. The setting serves the local area. There is a fully enclosed play area for outdoor play. The setting is accessed via a ramp to the reception at the front of the building.

The setting opens from 07:30 until 09:00 and 15:15 until 18:00 during term time. A maximum of 48 children may attend at any one time. There are currently four children attending who are within the Early Years Foundation Stage (EYFS). The provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for children under eight years.

The setting employs two full-time members of childcare staff. Both staff hold appropriate early years qualifications. The setting supports children with learning difficulties and/or disabilities.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The setting does not provide effectively for children in the Early Years Foundation Stage because there are breaches in some of the welfare requirements that have a significant impact on children's welfare, care and learning. Children are not adequately safeguarded or fully supported in their learning. Although some children with additional needs are supported appropriately the setting's policies and procedures do not underpin practice that is fully inclusive. The setting does not demonstrate there is sufficient capacity and understanding to maintain continuous improvement and does not have an accurate view of where improvement is needed.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that at least two adults are on duty in the setting at any time when the children are present (Suitable people) (also applies to both parts of the Childcare Register) 06/04/2009
- ensure the requirements for adult: child ratios are met at all times (Suitable people) (also applies to both parts of the Childcare Register) 06/04/2009
- ensure the premises both outdoors and indoors are safe and secure (Safeguarding and promoting 06/04/2009

children's welfare) (also applies to both parts of the Childcare Register)

- obtain information from parents in advance of a child being admitted to the provision with regard to who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 06/04/2009
- record the name and address of every parent and carer known to the provider (Documentation) 06/04/2009
- make systematic observation and assessments of each child's achievements, interests and styles to ensure they make progress towards all the early learning goals (Learning and development) 06/04/2009
- develop an effective system to evaluate and monitor the provision to ensure the individual needs of all children are met (Organisation) 06/04/2009
- organise staffing arrangements to ensure the safety and supervision of children at all times, with particular regard to the outdoor area (Suitable people). 06/04/2009

To improve the early years provision the registered person should:

- maintain a two-way flow of information with other settings and providers with regard to children's learning and development.

The leadership and management of the early years provision

Children's welfare and safety are significantly compromised and their learning is not adequately promoted. Some of the setting's systems and procedures are poor and therefore children's individual needs are not met and practice is not fully inclusive. The setting does not maintain the correct adult: child ratio at all times, with particular regard to when staff are collecting children from other settings when there is only one adult on duty with the children. The setting does not obtain all the information needed with regard to the children's care. They do not know who has legal contact with children or who has parental responsibility for them. In addition, the name and address of every carer and parent known to them is not recorded. The setting does maintain sufficient records with regard to attendance, accidents and incidents and all written policies are clear and shared with parents. Staff demonstrate an appropriate understanding of safeguarding children from abuse and follow detailed procedures if a concern is raised.

The setting's partnerships with parents, carers and other providers are being appropriately developed. Parents are given a handbook which details written policies and access informative notice boards which shows photographs of children at play. Both parents and other providers benefit from discussions with staff about children's welfare. However, communication is not adequately focused on children's learning and development. This hinders the continuity of learning and progress children make.

The setting strives for improvement and positive commitment is shown by them to further develop their knowledge through attending training courses aimed at improving childcare skills. Parents are asked for their comments regarding the setting when completing an annual questionnaire. However, staff do not have a sufficient understanding of the Early Years Foundation Stage and therefore children's welfare and learning and development are not adequately promoted. Although the manager and staff have started to evaluate the provision they do not effectively monitor or reflect on practice and weaknesses are not accurately identified.

The quality and standards of the early years provision

Children are not safeguarded adequately. Although there is a written risk assessment carried out on all aspects of the environment, not all hazards have been identified or minimised. Children access a large outdoor play area which is not secure or safe. Un-vetted adults are able to access the area and children are not always within the sight of adults. Children can access a large storage shed containing chairs and a large unsecured shelf unit and items left on the grass by workmen such as pipes and bricks. Indoors, in the main hall, chairs are stacked up high against the wall, tables are stacked on a wheeled trolley and items such as large cardboard tubes are leant against the windows. This significantly compromises children's safety and welfare. Children develop an appropriate awareness of how to keep themselves healthy. They benefit from healthy, nutritious meals and access drinks throughout the session. For instance, they enjoy baked potatoes or pasta and grated cheese for tea.

Children's individual needs are not met due to the inadequate staff ratios and poor planning. As a result, children's learning is not fully supported. Although children are encouraged to make their own decisions about their play based on their individual interests, they sometimes have a limited choice of activities as there are not enough staff to allow indoor and outdoor activities to take place at the same time. For example, when some children ask to play football outside, to maintain the correct ratios, all the children have to go out with them even though some ask to stay indoors to continue building with the bricks. Not all the educational programmes are sufficiently promoted. Although a creative activity is planned, if some children choose to play in other areas such as outdoors, then the creative activity is not provided. Resources are easily accessed and some children, for instance, go and select the box of dolls or the play dough. However, there are limited resources showing positive images of diversity and there are no activities planned to develop children's understanding. As a result, children have significantly limited opportunities to learn about the wider world and similarities and differences between themselves and others.

Although the staff have some understanding about the abilities of the children in their care they are not undertaking effective observations to assess children's development in all areas of learning. Staff do not plan for children's next steps in their learning. This hinders the progress they make towards all the early learning goals. The needs of children with disabilities and/or additional needs are

understood by all staff who ensure they are included and receive an enjoyable time.

Children settle well and are developing positive relationships with staff. They enjoy physical activities and access fresh air at every session. For instance, some children choose to play football outdoors and others enjoy climbing on the large apparatus. Children concentrate appropriately when building structures out of bricks and when making bracelets out of thread. They are encouraged to take photographs of what they like doing and have stuck the photos into a scrapbook labelled 'What we have been doing'. This develops their independence and self-esteem.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take actions as specified in the early years section of the report (Welfare of the children being cared for) 06/04/2009
- take action as specified in the early years section of the report (Suitability and Safety of Premises). 06/04/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take actions as specified in the early years section of the report (Welfare of the children being cared for) 06/04/2009
- take action as specified in the early years section of the report (Suitability and safety of Premises). 06/04/2009

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.