

Monkhouse Out Of School Club

Inspection report for early years provision

Unique reference number EY230810
Inspection date 19/05/2009
Inspector Tara Street

Setting address Monkhouse Junior School, Wallington Avenue, North Shields, Tyne and Wear, NE30 3SH
Telephone number 0191 2516687 or 01912006350
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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 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

Monkhouse Out Of School Club is managed by a voluntary committee. It opened in 2003 and operates from a playroom and large hall within Monkhouse Primary School, North Shields, North Tyneside. It has its own entrance and has access to the school outdoor play facilities. There are no issues which may hinder access to the premises. A maximum of 26 children aged under eight years may attend the setting at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. In term time the group is open Monday to Friday from 07.45 to 08.15 and 15.30 to 18.00.

There are currently 70 children on roll. Of these, 21 are under eight years, and of these, seven are within the Early Years Foundation Stage. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four members of staff, including the manager, who work directly with the children. Three of the staff hold appropriate early years and playwork qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. Children contentedly participate in the club activities because staff arrange activities around their likes and dislikes. All children are included and supported by friendly, caring adults known to them from the school. Processes for continuous improvement are weak because leadership and management lack clear direction and knowledge of the Early Years Foundation Stage Statutory Framework and cannot therefore be effective in meeting these requirements.

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:

- implement systematic observations and assessments which monitor children's progress towards the early learning goals and identify next steps in learning (Organisation) 18/06/2009
- ensure planning for children in the Early Years Foundation Stage meets the learning and development requirements (Organisation) 18/06/2009
- ensure all staff have suitable knowledge, understanding and training around the requirements 18/06/2009

- of the Early Years Foundation Stage framework (Suitable People)
- ensure a record is maintained of regular risk assessment checks and when and by whom they have been checked (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 25/05/2009
- ensure records of information used to assess the suitability of staff are maintained and include the unique reference numbers of Criminal Records Bureau disclosures and the date on which they were obtained (Suitable People) (also applies to both parts of the Childcare Register) 18/06/2009
- implement self-evaluation and monitor the quality of the provision so that areas for improvement are highlighted and plans for the future are well targeted. (Organisation) 18/06/2009

The leadership and management of the early years provision

The leadership and management of the setting is not effective due to the lack of focused leadership and self-evaluation. As a result, the quality of the provision is not monitored effectively. The committee has not provided the support required to help staff ensure the provision meets the Early Years Foundation Stage statutory requirements. For example, staff caring for the children are not aware of the requirements of the Early Years Foundation Stage framework and the requirements of the Early Years Register and the Childcare Register. They do not have the relevant documents to refer to and cannot therefore be assured that they are meeting the requirements appropriately. As such, capacity to maintain continuous improvement is inadequate and a number of legal requirements are not being met.

Children use an appropriate range of toys and equipment which are safe and suitable. This ensures children can play safely and enjoy their time at the setting. Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. There is an appropriate recruitment policy in place for the employment and vetting of staff. However, records of the information used to assess their suitability, such as references, full employment history and medical suitability, have not been maintained. Nor do they consistently include the unique reference numbers of Criminal Record Bureau disclosures and the date on which they were obtained. Staff protect children from harm as they have a sound understanding of their role in child protection. Risk assessments are carried out regularly and the security of the site is a priority. However, no record is maintained of regular checks or when and by whom they have been made.

Staff form friendly relationships with parents and carers of children. They exchange verbal information at the start and end of each session, keeping parents informed about what the children have been doing and the care they have

received. Informal links between the provision and the school are in place for the sharing of information to ensure consistency. However, staff are not sufficiently focused on children's learning and development. As a result, children's welfare and learning and development are not satisfactorily catered for.

The quality and standards of the early years provision

Boys and girls are considered when organising activities; the environment and resources are available to everyone and children are given sufficient time and space to complete activities. Children are able to make choices from the games and craft activities offered. However, planning for individuals does not ensure that each child receives a challenging experience across all the areas of learning because staff's knowledge of the learning and development requirements and the guidance of the Early Years Foundation Stage is inadequate. Observation and assessment systems have not been established and adults do not have a clear enough understanding of individual needs. Consequently, children are not sufficiently helped to make progress towards the early learning goals.

Children are happy within the setting and enjoy the time they spend playing and chatting with their friends. Staff know children well and offer stable and consistent care. Consequently, children's personal, social and emotional development is promoted satisfactorily. Staff model positive behaviour towards each other and children. As a result, children have positive attitudes and manage their behaviour well. For example, they are very patient as they wait to take turns on the table top football and while queuing to wash their hands before snack time. Young children get on well with older children. They share ideas and create their own games. Staff ask questions about what they are doing and try to encourage children to think for themselves. Children solve problems as they take part in art activities, put games together and play with construction materials. They enjoy free access to a range of mark making materials and enjoy drawing and creating collage pictures. Children regularly play outside and in the school hall with a range of equipment which helps the development of their physical skills. For example, they participate in games of football, practise their throwing and catching skills and play skipping games. Children experience suitable opportunities to play with a range of battery operated and programmable toys, which develops their knowledge of technology.

Children are developing an appropriate sense of safety. They know the procedure to follow in the event of an emergency and regularly practise an emergency escape drill with staff. Their awareness about healthy eating is suitably promoted through planned activities and discussion. Staff follow appropriate hygiene routines before preparing snacks and the premises are kept clean.

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?	3
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?	3
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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	4

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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 action as specified in the early years section of the report (CR5) 25/05/2009
- take action as specified in the early years section of the report (CR3) 18/06/2009

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 action as specified in the early years section of the report (CR5) 25/05/2009
- take action as specified in the early years section of the report (CR3) 18/06/2009