

Butterfly After School Club

Inspection report for early years provision

Unique reference number EY359744
Inspection date 27/04/2009
Inspector Mauvene Burke

Setting address St Martins Community Centre, Abbots Park Road St Martins Estate, London, SW2 3PW

Telephone number 0208 6743038

Email

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

The Butterfly out of school club opened in 2008 and is privately owned. It operates from the St. Martin's Community Hall which is located on the St. Martins Estate in Tulse Hill in the London Borough of Lambeth. Children have access to one large room and an enclosed outdoor play area. There is a separate kitchen.

The club is open each weekday from 15.30 to 18.00 during school term times. There are four places for children in the Early Years Foundation Stage. The club also offers 20 places for children aged between six and 11 years; this provision is registered on the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll who are in the early age range. Children occupying these places share the same facilities as the children in the early years age range. Children attend from local schools in the area, including Holy Trinity Primary School, Jubilee Primary School, Christ Church and St. Helen's Primary School. Children are collected each day and taken to the club.

There are three permanent staff members; all of whom hold relevant childcare qualifications. There are also three volunteer helpers one of whom is working towards a level 2 qualification in childcare.

Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. Specific legal requirements have not been fully met. Staff are not familiar enough with the new Early Years Foundation Stage (EYFS) curriculum to help children achieve the five outcomes. Planning for improvement, including processes of self-evaluation, are not in place and learning opportunities for the children have significant weaknesses that restrict their progress and personal development. Staff do however provide a reasonably happy and caring environment for the children and they show a willingness to learn and improve.

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:

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 12/05/2009
- ensure that at least one person with a current paediatric first aid certificate is on the premises at all 26/05/2009

times when children are present. There must also be at least one person on outings who has a current paediatric first aid certificate (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

- ensure that all staff working directly with children have been suitably vetted (Suitability of adults) 12/05/2009
- develop an action plan detailing how staff's knowledge and understanding of the learning and development requirements for the Early Years Foundation Stage will be improved (EYFS) (Qualifications, training, knowledge and skills) 26/05/2009
- ensure suitable processes are in place to cover any absences of the manager, for example relating to a named deputy and that Ofsted is informed of any significant changes (Suitability of adults) 12/05/2009
- keep a record of the risk assessment carried out on the premises and also for each type of outing and ensure that a daily record of the children's hours of attendance is maintained (Documentation) 12/05/2009

To improve the early years provision the registered person should:

- ensure that staff are familiar with the procedures to follow if they have concerns about a child's welfare as set out in the 'What to do if you are worried a child is being abused-Summary' published by DCSF.
- help children to make healthy choices about what they eat by adopting healthier snacks
- plan, assess and keep records to provide experiences which are appropriate to each child's stage of development to ensure that the individual children's needs are met
- adopt more robust self-evaluation processes to guide future development and improvement

The leadership and management of the early years provision

The setting is currently unable to demonstrate that it is meeting all legal requirements related to the EYFS learning and development and welfare requirements. For example, the procedures to cover in the absence of the manager and ensure that a suitably qualified deputy can take over are ineffective. Further to this, the setting has failed to inform Ofsted about the long term absence of the manager. As a result of this, children's safety is being compromised on many levels because the registered person has failed to ensure that a suitably qualified member of staff is left in charge of the setting. Those left in charge are unable to demonstrate a secure knowledge of the procedures to follow if they have concerns about a child's welfare; are unclear about the complaints procedure and have failed to conduct adequate daily risk assessments or when taking children on outings. Recruitment procedures currently in place are not robust and as a result,

staff not vetted have been left unsupervised with children. No examples that fire drills have been carried out were available; the times of children's arrival is not being recorded as required and none of the staff present during the inspection holds a valid first aid certificate.

Systems to self-evaluate the provision are not in place and as a result, the setting is not sufficiently aware of its effectiveness and how it can improve its provision for the children's benefit. Records of children's progress and experiences to ensure that activities are matched to their stage of development are not in place, therefore, children's individual learning needs are not being met. Very little improvement has been made following the last inspection and all actions set remain outstanding.

Nonetheless, the staff are friendly, welcoming and approachable and the children are being cared for in a suitably maintained environment where there is sufficient space to play. Staff make themselves available to communicate with parents and carers at the end of the after school club where they can exchange information. However, there are no systems in place to liaise with other settings delivering the EYFS to the children, such as the schools that the children attend, in order to complement children's learning.

The quality and standards of the early years provision

Most children arrive happily at the setting and choose from the small variety of toys and activities set out by staff prior to their arrival. However, staff are not planning sufficiently enough to ensure that activities provided will enable children in the early years age group to make progress across all areas of learning. This is because the staff are not fully aware of the new requirements of the EYFS curriculum. Children in the early age range do not have enough opportunities to engage in child-initiated activities without being disturbed by the older children. For example, children in the early age range sit on the floor devising their own game but because older children are engaged in throwing and running around to catch balls and other light objects across the room; this disrupts the younger children who then leave their game without completing it, therefore are unable to enjoy or achieve. Staff in attendance appear to be completely oblivious to this and so do nothing. There is little evidence of any outdoor activities to enhance children's physical development and although there is an outdoor play space, children are not encouraged to free-flow as the door to this area is left closed.

There are no systems in place for observations or assessment or to share information on children's progress towards the early learning goals in order to support the learning and development needs of children in the Early Years Foundation Stage.

Children are learning to adopt healthy habits through satisfactory hygiene practices that are in place. Nonetheless, they are not being helped to make healthy choices about what they eat as the snacks provided normally consist of bread and jam and although fruits are mentioned on the menu, there was no evidence that children receive any. On the whole, children behave well and staff are consistent in the way

they manage children's behaviour. However, they are not becoming independent learners as they are not put in the position to either pour their own drink or spread their own jam.

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?	4
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?	4
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 action as specified in the early years section of the report (Welfare of the children being cared for) 12/05/2005
- take action as specified in the early years section of the report (Procedures for dealing with complaints) 12/05/2009

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 (Welfare of the children being cared for) 12/05/2009
- take action as specified in the early years section of the report (Procedures for dealing with complaints) 12/05/2009