

# Marty's Club

Inspection report for early years provision

---

**Unique reference number**

EY246630

**Inspection date**

17/03/2010

**Inspector**

Jan Burnet

**Setting address**

English Martyrs Church Hall, High Street, Hillmorton,  
Rugby, CV21 4EE

**Telephone number**

01788 567948

**Email**

**Type of setting**

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Marty's Club opened in 2002 and operates from the English Martyrs Church Hall, Hillmorton, Rugby. The club is open term-time from 03.30pm to 06.00pm Monday to Thursday, and from 03.30pm to 05.15pm on a Friday. Holiday care is available, but operates as demand dictates. All children have access to a secure enclosed outdoor play area.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Registration is for a maximum of 30 children under eight years at any one time and all may be in the early years age group. There are currently 15 children in the early years age group on roll and all are pupils at two local primary schools. Staff walk with the children from one of the schools and are transported in cars from the other. A service is provided for early years children who speak English as an additional language.

A qualified leader and deputy, and three unqualified staff care for the children. A qualified staff member is also present to offer one-to-one support.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The club does not provide effectively for children in the Early Years Foundation Stage. The provider and staff do not demonstrate an awareness of Early Years Foundation Stage requirements in order to promote children's welfare with full effect. Staff obtain some information from parents and carers in order to meet children's care needs appropriately, but they are not aware of children's interests and do not plan to ensure that all children's individual development needs are recognised and met. Needs are not routinely met through recognising the uniqueness of each child. The provider and staff do not demonstrate a commitment to continuous improvement, for example, by assessing the strengths and weaknesses of the provision so that they can develop.

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:

- obtain information from parents on who has legal contact with their child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 19/04/2010
- make sure that each child is assigned a key worker 19/04/2010

- (Organisation)
  - undertake sensitive observational assessment in order to plan and provide experiences which are appropriate to each child's stage of development (Organisation) 21/05/2010
  - develop effective systems to ensure that the individual needs of all children are met; with specific reference to developing a culture of reflective practice and self-evaluation in relation to the welfare requirements (Organisation) 21/05/2010

To improve the early years provision the registered person should:

- make sure that the fire drill is practised regularly
- make sure that the provision compliments the education and care that children receive in other settings
- develop systems for obtaining, recording and using information to ensure that each child is valued as a unique individual
- make sure that children's creativity and knowledge and understanding of the world is promoted effectively.

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

Leadership and management is ineffective because the provider and staff lack awareness of the Early Years Foundation Stage requirements. Consequently children's individual learning and development and their welfare needs are not consistently met. Children's safety is satisfactorily addressed because the premises are safe and secure and a risk assessment has been recorded. However, children do not gain a satisfactory awareness of the fire procedure because it is practised annually only, and has not been practised since February 2009. A safeguarding policy is included in the prospectus for parents and a copy of the Warwickshire Safeguarding Children Board procedure is displayed. Staff have up-to-date knowledge of the procedure as they have attended training. Staff are aware of their responsibilities with regard to supervising children in their care. Necessary checks have been completed and they ensure that children are never left unsupervised with a person who has not been vetted.

The provider and staff have not considered self-evaluation and have not reviewed the service that they provide in order to meet the requirements within the statutory framework for the Early Years Foundation Stage. They explain that they do not have a copy of the Early Years Foundation Stage documents. As required, staff have completed first aid training and they have also accessed safeguarding training. At the time of the last inspection four recommendations were raised: to develop resources that reflect diversity, request parental permission to seek emergency medical advice or treatment, ensure systems for recording accidents are maintained confidentiality, and review procedures for the recording of children's attendance. These recommendations have been satisfactorily addressed.

A prospectus for parents contains policies, including complaints, equal

opportunities, safeguarding, behaviour management, illness, a lost child and a child not collected at the agreed time. Information on each child includes contact details, emergency contact and health needs. However, welfare requirements are not fully met because parents are not asked for information on who has parental responsibility and who has legal contact with each child. Sufficient details are not requested from parents or other providers on what a child knows and can do and admission forms do not identify ethnicity, religion or language. Opportunities for children to gain an awareness of diversity are limited. Staff have not considered how to consistently provide opportunities for children to gain an understanding and respect for differences, and recognise their own unique qualities and the characteristics they share with others. Resources are satisfactory in quantity, but are not used effectively to match children's interests and a full variety is not made available to them on a daily basis.

## **The quality and standards of the early years provision and outcomes for children**

Staff do not plan and provide activities and experiences that link to different children's interests and do not work effectively with parents and other providers to assess children to ascertain their progress and achievements. Therefore, they do not use what they know about each child to plan for next steps. They do not ensure that each child enjoys a challenging experience across the six areas of learning. The requirement to ensure that each child in the early years age group has a key worker is not being met. There is no planned, purposeful play and exploration, both in and out of doors.

Children are settled and secure. Their independence is promoted sufficiently as they address their own personal hygiene needs and can choose and select toys from a cupboard, although some are stored too high and are out of the reach of most early years children. Children's social skills develop as they play with, or alongside, other children aged from four to 11 years. They behave well and readily share and take turns. Relationships between the staff and children are positive. Children eat healthy food and learn good hygiene practices. They learn how to keep themselves safe, for example, road safety as they walk to the club from one of the schools, and the need to wear seat belts as they are transported in staff members' cars from another school.

Before children arrive, staff set out the room with small world toys, construction toys that are suitable for the age range of the children attending, board games and puzzles. Books are available but children show no interest. Children draw with crayons. They count spontaneously as they play, and card and board games promote problem solving and numeral recognition. Opportunities for children to explore and investigate and develop creatively are minimal. A cupboard containing art and craft materials is inaccessible to children and staff say that activities of this kind can only take place late in the session because tables are needed for tea. There is no written plan for any group activities, and in discussion no examples of opportunities for children to explore and investigate are given.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	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](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

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