

# Ropley Breakfast and After School Club

Inspection report for early years provision

---

**Unique reference number** EY386708  
**Inspection date** 12/08/2010  
**Inspector** Louise Bonney

**Setting address** Ropley C of E Primary School, Church Street, Ropley,  
ALRESFORD, Hampshire, SO24 0DS  
**Telephone number** 01962772381  
**Email** headteacher@ropleyschool.hants.sch.uk  
**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 assesses 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.

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 2010

## 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

Ropley Breakfast and After School Club registered in 2008. It is one of two settings run by the trustees of Alresford Youth Association and operates from Ropley Church of England Primary School in Ropley, Hampshire. The setting is open to pupils of the school and has the use of rooms within the school and the school grounds.

It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is registered for 24 children under eight years and currently have 21 children on roll, two of whom are in the early years age range. The setting operates Monday to Friday during term-time only and opens before school between 7:30am and 8:45am and after school between 3:00pm and 6:00pm. Children may attend for a variety of sessions. There are currently three members of staff who routinely work with the children, two of whom hold Level 3 qualifications, and one is working towards a Level 3 qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Although staff are working closely with their Early Years Advisor the current self-evaluation systems have been ineffective in identifying breaches in specific legal requirements that impact on children's safety and welfare. As a result, there has been insufficient improvement since the last inspection. However, children are making satisfactory progress in their learning and development as their individual needs are met. Since their last inspection staff have attended training courses to develop understanding of how to safeguard children and to more effectively implement the Early Years Foundation Stage.

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 records are easily accessible and available for inspection, with particular regard to records of the information used to assess suitability to demonstrate that checks have been done. Such records must 19/11/2010

- include the unique reference numbers of CRB Disclosures obtained and the date on which they were obtained (Documentation)
- keep a daily record of children's hours of attendance (Documentation) (this also relates to both parts of the Childcare Register) 19/11/2010
  - request written parental permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 19/11/2010
  - improve the systems to ensure the individual needs of all children are met through encouraging a culture of reflective practice and involving parents and practitioners in evaluating the impact of your provision (Organisation) 19/11/2010

To improve the early years provision the registered person should:

- improve information sharing procedures with parents and other providers to ensure that all children's individual needs are fully met
- carry out fire evaluation drills more regularly to ensure that all children are aware of the procedures to follow

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

Staff take steps to keep children safe, but there are breaches of the welfare requirements that impact on children's safety and welfare. Discussions with the manager and some documentation reflect appropriate recruitment procedures are implemented; staff are vetted for suitability with criminal record checks and references taken up. However, the records to show that suitability and criminal record bureau checks have been completed for all staff are not available as this is kept on another site. It is a specific legal requirement that records are easily accessible and available for inspection by Ofsted. Although, the manager has undergone suitability checks through Ofsted as she manages another setting, the provider has committed an offence by failing to notify Ofsted of a change to the person who is managing the early year's provision. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion.

Staff seek information about children's medical needs on the registration form and parents share accident and medication records. This provides continuity of care for children. However, the setting does not seek written parental consent for requesting emergency medical advice and/or treatment to further safeguard children and this is a requirement. Staff ensure children safely transfer from school to the club, and know what time to expect children that attend other after school activities such as French club. They promptly follow up any unexpectedly late

arrivals to ensure children are safe. However, staff do not record children's actual times of attendance. This is also a breach of a specific legal requirements.

The designated member of staff for safeguarding has attended advanced child protection training, and most other staff have also received training since the last inspection. This ensures they are aware of the correct procedures to follow and the possible signs and symptoms of child abuse. Staff risk assess the children's environment and activities and complete a daily checklist. This helps ensure hazards are minimised and children can play safely.

Insufficient action has been taken to address fully the recommendations from the last inspection although staff attend regular meetings with the local authority's early years advisor and are devising a self-evaluation toolkit to help identify their strengths and areas for improvement. However, this is not yet effective in practice as there are several breaches of specific legal requirements. Parents provide feedback through the completion of questionnaires sent out by the school, which staff use to evaluate their service. They have begun to introduce changes that improve their provision. They develop their knowledge by attending training for child protection and the Early Years Foundation Stage, and show more understanding of how to use observational assessment to improve outcomes for children. They introduce new policies and procedures and a handbook now supports the induction of new staff. A new display board provides parents with information about the club, together with newsletters sent home and the club brochure. The manager is introducing an appraisal system in order to help identify staff's strengths and areas for development.

Parents find staff friendly and approachable. They share information about children's needs through the completion of registration forms and discussion at handover but no information is shared with parents regarding the activities that their children undertake. Staff use shared information to ensure that, generally, children's medical, dietary, cultural or special educational needs and/or disabilities are supported. Staff establish links with teachers and share information that supports continuity in children's care well. Through discussion, staff show they understand the need to develop this liaison further in order to build on what children know and do.

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

Children have access to a sufficient range of resources to support their play and care, which are appropriate for their ages and stages of development. During discussions with staff they show understanding of how to provide activities that complement children's busy day at school. Staff do not plan many activities but allow children to play freely and make their own decisions about activities. This allows children to relax and develop their own ideas. Children have opportunities for creative play as they dress up, build camps and construct with various kits.

Occasionally staff organise more adult-led activities, such as baking biscuits and cakes, which they know the children enjoy. Children choose toys on their arrival from storage sheds and cupboards as they help staff set up their play areas. This allows them to make decisions about the resources available and develop their own environment, promoting self-confidence and independence. Children have an allocated key worker, whose role is to ensure they receive emotional support as they settle in and to liaise with parents and teachers. This helps to ensure the children's needs are recognised and supported. Staff have begun to record observations in order to better identify children's interests and abilities, and plan to use these to help develop future provision. This promotes satisfactory outcomes in children's learning and development.

Children develop an awareness of safety issues. For example, documentation shows that children take part in occasional fire drills although these are not practiced regularly to ensure that children who are new to the setting are aware of the procedures. Children are aware of how to keep themselves safe whilst playing outside as they know not to exceed the boundaries set by staff. Staff have introduced some nutritious options at meal times that sufficiently support children's awareness of healthy eating. Squash has been replaced with milk or water. There are wholegrain cereals, ham and cheese sandwich fillings and fresh fruit, although high sugar cereals and spreads are still available. Staff describe how children routinely have opportunities to play energetically outside both before and after school, when they climb and balance on fixed apparatus, kick and chase balls and push buggies. This helps children enjoy healthy life styles. Staff show knowledge of how to manage children's behaviour appropriately and describe how they encourage children to link up with others and develop friendships.

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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:

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 (Records to be kept) 19/11/2010

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 (Records to be kept) 19/11/2010