

# The Lias Club

Inspection report for early years provision

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<b>Unique reference number</b>	591007
<b>Inspection date</b>	31/01/2011
<b>Inspector</b>	Parm Sansoyer
<b>Setting address</b>	Long Itchington CE Primary School, Stockton Road, Long Itchington, Southam, Warwickshire, CV47 9QP
<b>Telephone number</b>	01926 811400
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## 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

Long Itchington After School Club (LIAS) registered in 1996. It operates from a large classroom within Long Itchington Primary School, which is situated on the edge of the village of Long Itchington. The club has the use of the school hall and outdoor playing areas. The club shares the premises with the pre-school. Children attend from the school only during term time, but from the surrounding areas for the holiday sessions.

The club is registered to provide care for 26 children from four years to eight years. The admissions policy allows children up to 11 years to attend. There are currently 42 children on roll, of these, six are in the early years age group and 13 are aged five to eight years. Children attend for a variety of the sessions on offer. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club is able to support children with special educational needs and/or disabilities. Sessions are from 8am to 9am and 3.15pm to 6pm, each weekday during term times. The club opens during some of the school holidays between 9am to 5pm.

Five staff work with the children and currently only the person in charge holds a recognised early years qualification. The club is a member of the Kids Club network and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

There are significant weaknesses in the promotion of children's safety and welfare and in leadership and management. In particular, not all staff qualifications meet requirements and checks have not been carried out on all those in contact with children. Also, the club has failed to notify Ofsted of important changes to the premises and organisation. Play opportunities and experiences help children make steady progress in their learning and development and they mostly enjoy their time at the club. The management team, however, have not developed sufficiently robust systems to monitor and evaluate the quality of the welfare, learning and development of children. As a result, the capacity of the provision to maintain continuous improvement is inadequate.

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:

- develop and implement an action plan detailing how 31/03/2011

all supervisors will hold a full and relevant level 3 qualification and at least half of all other staff will hold a full and relevant level 2 qualification, as defined by the Children's Workforce Development Council (Suitable people) (also applies to the compulsory part of the Childcare Register)

- implement effective systems to ensure volunteers aged 16 or over likely to have regular contact with children are suitable to do so by obtaining an enhanced Criminal Records Bureau Disclosure (Suitable people) (also applies to both parts of the Childcare Register) 11/02/2011
- keep a record of information used to assess suitability of staff and committee members to demonstrate to Ofsted that checks have been completed; such records must include the unique reference numbers of Criminal Record Bureau Disclosures obtained and the date on which they were obtained (Suitable people) 11/02/2011
- improve the record of risk assessment to include information on the date of review and any action following a review and ensure it includes everything, with which a child may come into contact with (Documentation) 11/02/2011
- ensure Ofsted is informed of any changes to the premises on which childcare is provided that may affect the space available to children and the quality of childcare available to them (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 11/02/2011
- ensure that all records relating to childcare activities are readily accessible and available for inspection at all times (Documentation) 11/02/2011
- display the certificate of registration and show it to parents on request (Documentation) (also applies to both parts of the Childcare Register) 11/02/2011

To improve the early years provision the registered person should:

- ensure there are effective systems in place for continued self-evaluation to support quality and extend practice and improve outcomes for children
- increase the range of resources available to children and make them easily accessible promoting children's independence
- develop further the two-way flow of information with parents to keep them fully informed about the provision and its policies.

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

Numerous specific legal requirements have not been met, which seriously compromise the children's safety and welfare. Since the last inspection the deputy, who held an appropriate level 3 play work qualification, has left. Consequently, the specific legal requirements that half of all staff must hold a full and relevant level 2 qualification and all supervisors hold a full and relevant level 3 qualification are not met. All staff involved in the care of children are appropriately vetted to ensure they are suitable and a record of checks carried out is kept on file. However, a record of information used to assess the suitability of committee members to demonstrate that checks have been completed, including the unique reference of Enhanced Criminal Records Bureau Disclosures and the date on which they were obtained, are not adequately maintained. In addition, systems to ensure volunteers aged 16, or those who have regular contact with the children, are not robust enough. Enhanced Criminal Records Bureau checks are not been obtained to determine suitability.

Staff supervise the children and carry out daily checks to eliminate and reduce risks in the environment. A written risk assessment has been introduced but is not sufficiently detailed. It does not include the date of review and any action taken following a review or incident, which is a specific legal requirement. There are clear written policies and procedures in place in relation to safeguarding children and there is a relevant designated member of staff with overall responsibility. Most of the staff have been suitably trained and clearly understand their roles and responsibilities in relation to safeguarding children. However, a new member of staff has not attended recent safeguarding training and, therefore, does not have up to date knowledge of child protection issues. All other required documentation, records and policies are in place and understood by staff. However, all the records are not easily accessible and available for inspection by Ofsted, which impacts on the efficiency of the setting. This is also a breach of a legal requirement.

Leaders do not drive and secure improvement effectively enough because they lack relevant information about the club's performance and fail to use this information to inform the club's direction. Some improvement has been made since the last inspection and two of the three recommendations have been tackled. Parents' written consent is now obtained at the point of registration, in relation to seeking emergency medical advice and treatment, when required. Some staff have attended health and safety training to help improve their knowledge and practice. However, a system to ensure Ofsted is notified of significant changes and the vetting procedures are still weak.

The premises are in a good state of repair and are generally safe and secure. A stud wall has been erected, which means the room used by the children has reduced in size. This affects the space available to children and the quality of childcare available to them. Ofsted has not been informed of this change to the premises. This is a specific legal requirement, which has not been met. The room is prepared daily with an adequate range of activities on offer for children and they are kept sufficiently interested and engaged. However, changes to the room mean

many of the toys and resources are stored in another area and are not easily accessible to children. This limits opportunities for children to freely choose from what is available and to develop and extend their own independent skills and play opportunities.

Partnerships with parents and carers and other settings and agencies are developing. Parents receive some basic information about the club when their child first starts. However, ongoing information about the club and its policies is inconsistent and therefore parents are not kept fully up-to-date. For example, the registration certificate is not displayed or available on request, as required by the Statutory Framework. Links with the school have been established, as many of the staff at the club work in the school during the day. This helps meet the children's needs and provide continuity of care. Children with special educational needs and/or disabilities are included, valued and appropriately supported.

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

Children are welcomed into a relaxed environment and are cared for by a familiar and friendly staff team. The club compliments the school day and children have the autonomy to decide how to invest their curiosity through mostly playing spontaneously. Children develop close relationships, which are warm and caring, and this promotes a sense of belonging. Children are confident within their environment and on occasions vocalise what they like and want throughout the session.

Children interact with one another and share their stories and interests during snack time. They are keen to find an adult to share their ideas and mostly enjoy adult-focused activities. Children are beginning to problem solve, make connections, count, sort and match as they build with construction toys, complete puzzles and play games. Children enjoy regular opportunities to freely colour and draw at the table. Books are made readily available and bean bags are provided .

Children begin to develop their creativity through a planned range of arts and crafts activities. For example, children have made kites, dream catchers and have some opportunities to freely make collage. Children use role-play resources and small world toys, such as garages, cars, and animals to play imaginatively. Children have some practical opportunities to learn about the natural world. For example, they have been planting bulbs, growing cress and tomatoes and learn about the importance of caring for them. Regular opportunities to bake cakes, bread and pizza offers children the opportunity to consider how the heat affects food and consider amounts and weight. They have a developing range of experiences to learn about others cultures and the wider community. For example, children have been learning about Diwali and prepare for Chinese New Year through discussion, food tasting and planned craft activities.

There are appropriate hygiene practices in place to prevent the spread of infection. Children benefit from a daily snack which includes healthy options such as fresh fruit. Children learn about the benefits of exercise and thoroughly enjoy using the

school hall for physical activity indoors and use a challenging range of apparatus outdoors. Children learn to keep themselves safe through gentle reminders from the staff and understand that certain rules are in place for their safety. However, in the absence of robust vetting procedures for all those who may come into contact with children, their safety cannot be assured. Children learn to behave well, join in and make friends, which are skills that satisfactorily help contribute to their future economic well-being.



## 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	4
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	4
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### 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	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

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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 (Suitable people, Suitable premises, environment and equipment and Documentation) 11/02/2011

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 (Suitable people, Suitable premises, environment and equipment and Documentation) 11/02/2011