

Little Adults After School Club

Inspection report for early years provision

Unique reference number 155065
Inspection date 06/06/2011
Inspector Jennifer Liverpool

Setting address 149 Canterbury Road, Leyton, London, E10 6EH

Telephone number 020 8558 2121
Email lcampbell@littleadultsasc.co.uk
Type of setting 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.

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Description of the setting

Little Adult After School Club is run by a private individual. It opened in 1998 and operates from a large hall and a small room in a modern Church of England community centre in Leyton, within the London Borough of Waltham Forest. All children share access to a secure enclosed outdoor play area. The setting is open each weekday from 3 pm until 6.30 pm during term time and from 8 am until 6.30 pm during the school holidays. A maximum of 32 children from four to under eight years may attend the setting at any one time. Currently there are three children in the early years age range on roll. Children aged over eight years to 11 years also attend. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club employs eight members of staff to work directly with children. Of these, four staff members, including the proprietor and manager, hold an appropriate qualification in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare is not promoted or safeguarded as a result of management and staff's insufficient knowledge of safeguarding procedures, inefficient vetting systems and a lack of documentation for the safe management of children. However, the staff responsible for the care of the children in the early years have a sound knowledge of the learning and development requirements. As a consequence of this, children receive appropriate support to enjoy themselves and achieve. Partnership with parents and other professionals supports the continuity of care for children. Management have limited systems to evaluate practice and to strive towards improving the outcomes for children.

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 an effective safeguarding children policy and procedure and ensure that this is understood by staff (Promoting and safeguarding children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register) 21/06/2011
- provide procedures to be followed in the event of a parent failing to collect a child and the procedures to 13/06/2011

- be followed in the event of a child going missing (Promoting and safeguarding children's Welfare)
- seek written parental permission at the time of each 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) 07/06/2011
- carry out a full risk assessment for each specific outing, which includes an assessment of required adult:child ratios (Promoting and safeguarding children's welfare) 20/06/2011
- ensure that at least one member of staff who holds a current paediatric first aid certificate is on the premises at all times when children are present and there must be at least one person on outings who has a current a current paediatric first aid certificate (Promoting and safeguarding children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register) 07/06/2011
- keep records of the information used to assess the suitability of those looking after children, or having unsupervised access to them (Suitable people) (also applies to both parts of the compulsory and voluntary parts of the Childcare Register) 13/06/2011
- make sure that records are easily accessible and available for inspection (Documentation) 13/06/2011
- keep and maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 20/06/2011

To improve the early years provision the registered person should:

- obtain written parental permission for children to take part in outings
- include food hygiene matters in induction and on-the-job training for staff involved in the preparation and handling of food
- develop and implement a self-evaluation system to monitor the effectiveness of the provision in order to identify strengths, address weaknesses and improve outcomes for children
- make sure that all practitioners have an up-to-date understanding of safeguarding issues

The effectiveness of leadership and management of the early years provision

Children's welfare is not safeguarded as management and staff members have limited knowledge and understanding of the signs and symptoms of the different types of abuse. Furthermore, the child protection and safeguarding policy to guide staff in the event of concerns about a child was unavailable at the time of the

inspection. Although, one member of staff holds a paediatric first aid qualification, children's welfare is not effectively promoted within the setting when this member of staff is away from the premises. This is also the case when children are being collected from schools or go on outings with other staff that are not paediatric first aid qualified. Insufficient documentation is available to demonstrate the robust vetting and recruitment procedures with regards to Criminal Record Bureau checks. A number of staff have experience in working with children but the setting is not able to produce documentary evidence that at least half are suitably qualified. There is a system of safety checks in place and these are carried out daily. It is fairly basic in nature and the list is used as a way to remind staff of the areas that needs checking. However, the record does not state when it was carried out; by whom, date of review and any actions taken following a review or incident. Children are sometimes taken on local outings but these are not risk assessed beforehand to reduce the risks of potential hazards. A number of the welfare requirements have been breached. These identified weaknesses combined with a lack of evidence that staff have attended safeguarding training means that the current system is inefficient and not in the best interests of the children.

The setting is disorganised. Paperwork is lacking and documentation is poorly maintained. For example, written policies required for the safe management of children and to support the smooth running of the setting are not accessible or available for inspection or for parents. These include the policies for safeguarding, failure to collect a child and in the event of a child going missing. In addition, accident records and fire drill records are not fully completed. Evaluation systems are not fully developed. Whilst the management is able to verbally demonstrate some of the setting's strength they are unable to secure improvement effectively. For example, two out of four recommendations raised at the last inspection have not been addressed. These are the availability of records for inspection and ensuring that persons responsible for preparing and handling food have undertaken food and hygiene training. The setting does not sufficiently identify areas to develop or set targets to improve the outcome for children.

Partnerships with parents are generally sound. Parents are welcomed and greeted on arrival and staff share information with them about their child's well-being during the session. The setting's prospectus contains useful, though brief, information for parents about the procedures for admissions, behaviour management, complaints and terms and conditions. The current system for obtaining necessary information from parents is inconsistent. Required consents have not been obtained for all children in the early years age range with regards to seeking emergency medical advice or treatment. Also, it was not confirmed at the time of the inspection that written permission for every child in the early years age range to take part in outings had been obtained from their parents. Staff liaise with teachers when they pick the children up from school to ensure a shared approach to each child's care and learning. They are aware of children's individual needs and respect their unique qualities. Children are becoming aware of differences and, despite coming from different schools and backgrounds, they make friends and enjoy playing together.

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

Children are generally happy at the setting and develop positive relationships with staff. Children all form firm friendships as they play and work alongside each other. Children in the early years age group are assigned to a key person. This ensures the careful supervision of the children during the session. Staff are aware of children's individual needs and respect their differences. This is reflected in some of the activities offered and at snack times. Children behave generally well and they respond appropriately to any guidance and praise from staff.

The staff members identified to work with early years children have a sound understanding of learning and development requirements. Activities are informally planned for children and consist of indoor and outdoor activities. The key persons monitor the range of activities offered daily to ensure that they are appropriate for the children's stage of learning and development. The system for observing and recording children's development has been introduced to enable staff to observe children during free play and activities and use their notes to assess children's achievements. Positive links with the local schools and teachers help to promote children's continuity of care.

All children are encouraged to participate in the activities provided. This ensures that they are all treated equally. Children enjoy making marks and using a range of writing tools to develop their early writing skills. Staff provide a suitable range of activities and spontaneous opportunities to support children's communication and language skills. For example, children have regular opportunities to take part in memory games in small group work and listen to or help to read stories with staff. Children participate in a range of practical activities that enables them to develop their counting skills and show that they understand numbers and measurements. Problem solving, such as simple addition, is encouraged through the use of appropriate resources and games. Children have access to a laptop, which encourages them to explore and investigate. Children gain an increasing understanding of the local environment through visits to the local park and forest.

Children make good use of the outdoor area and play equipment to promote their health and physical well-being. They engage in a suitable range of outdoor activities, such as, football, skipping, basket ball and climbing frame. All of which, helps to develop their physical skills. Children are aware of good hygiene and know to wash their hands before meals. Children are provided with a selection of sandwiches with different fillings, crackers with spreads and diluted fruit squash. Staff ensure that the setting is secure for children by logging and monitoring visitors that attend the setting. Children and staff practise the emergency evacuation procedures so that they learn how to leave the premises quickly and safely. However, the lack of attention to vetting procedures and limited knowledge and understanding of safeguarding procedures means that children are not always encouraged to feel safe.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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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 (Welfare of the children being cared for, Arrangements for safeguarding children, Suitability of persons to care, or be in regular contact with children) 13/06/2011

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 (Welfare of the children being cared for, Arrangements for safeguarding children, Suitability of persons to care, or be in regular contact with children). 13/06/2011