

School Lane Kids Club

Inspection report for early years provision

Unique reference number 206232
Inspection date 26/10/2011
Inspector Justine Ellaway

Setting address Dronfield County Infant School, School Lane, DRONFIELD,
Derbyshire, S18 1RY

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Type of setting Childcare - Non-Domestic

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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

School Lane Kids Club is run by a committee. It opened in 1996 and operates from Dronfield Infant School, Dronfield, Derbyshire. The club is open each weekday from 7.45am to 9am and 3.15pm to 6pm during term time and from 7.45am to 6pm during school holidays. All children share access to a secure enclosed outdoor play area.

The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children may attend the club at any one time. There are currently 120 children on roll, 19 of whom are within the early years age range. The club supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

There are 11 members of staff, five of whom hold an early years qualifications to National Vocational Qualification Level 2 and one to National Vocational Qualification Level 3. Two members of staff have a teaching degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The setting has not effectively implemented the Early Years Foundation Stage to promote children's safety and welfare. Some of the required documentation is not maintained. Systems to evaluate and identify areas for improvement have not been suitably developed. Children make satisfactory progress in their learning and development. Parents receive some information about the setting to promote consistency of care. Links with other settings that children attend have been satisfactorily developed.

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 that there are effective systems in place to ensure that practitioners and other people aged 16 or over likely to have regular contact with children are suitable to do so (Suitable people)(also applies to both parts of the Childcare Register) 16/11/2011
- keep records of the information used to assess suitability to demonstrate to Ofsted that checks have been done. Such records must include the unique 16/11/2011

- reference number of Criminal Records Bureau disclosures obtained and the date on which they were obtained (Suitable people)
- ensure that all members of staff understand the safeguarding policy and procedure (Safeguarding and promoting children's welfare) 16/11/2011
 - all supervisors and managers must hold a full and relevant level 3 qualification (as defined by the Children's Workforce Development Council) and half of all other staff must hold a full and relevant level 2 qualification (as defined by Children's Workforce Development Council) (also applies to the compulsory part of the Childcare Register) 16/11/2011
 - ensure that at least one person, who has a current paediatric first aid certificate, is present on the premises or on outings at all times when children are present (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register) 16/11/2011
 - inform parents of all medicines administered to children (Safeguarding and promoting children's welfare) 16/11/2011
 - obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 16/11/2011
 - conduct a risk assessment and review it regularly (Suitable premises, environment and equipment)(also applies to both parts of the Childcare Register) 16/11/2011
 - ensure that there is public liability insurance in place (Suitable premises, environment and equipment)(also applies to both parts of the Childcare Register) 16/11/2011
 - display the certificate of registration and show it to parents on request (Documentation)(also applies to both parts of the Childcare Register) 16/11/2011
 - improve the systems to identify children's individual needs through encouraging a culture of reflective practice and involving parents and practitioners in evaluating the impact of your provision (Organisation) 26/04/2012

To improve the early years provision the registered person should:

- ensure all practitioners should have a clear understanding of their role and responsibilities
- ensure induction training is provided for new staff to help them understand how the provision operates and their role within it
- provide a suitable secure area for the storage of confidential information. Records on staff and children should only be accessible to those who have a right or professional need to see them

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop effective communication methods between settings to ensure that children's needs are met and there is continuity in their learning.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is not effectively promoted as many of the requirements of the Early Years Foundation Stage are not met. Systems to establish the suitability of staff have not been effectively developed. At the time of the inspection there was no evidence that any of the staff working at the setting have had any checks, such as employment history, interview or references. In addition, the setting has not established a system for recording the number and date of Criminal Records Bureau disclosures for staff and only evidence for one member of staff's Criminal Records Bureau could be provided. Furthermore, the provider has committed an offence by failing to notify Ofsted of a change to the individuals who are members of its governing body. This is a breach of a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. Some staff demonstrate a satisfactory understanding of child protection issues. However, not all staff are confident in recognising signs or indicators of abuse. This was a recommendation at the last inspection that has not been met and therefore an action has been raised. Induction processes are very limited and therefore new staff are not suitably informed or equipped to undertake their role.

Paperwork in general is disorganised, with files and folders containing loose sheets of information, sometimes not relevant to the folder heading. The setting was unable to provide evidence that any member of staff working at the setting, at the time of the inspection, has a first aid qualification. Or that the setting carries public liability insurance. Some confidential information is not stored securely and could potentially be accessed by anyone in the building. The setting cannot consistently evidence that parents are informed about medicines administered to children. This was a recommendation at the last inspection that has not been met and therefore an action has been raised. Furthermore, the provider is not displaying the Ofsted certificate of registration, which is a requirement of the Early Years Foundation Stage.

Children's safety is not fully promoted. The setting has not sought information about who has parental responsibility and legal contact with each child. Although there were no visible risks and hazards, the setting has not undertaken a written risk assessment, which is a requirement of the Early Years Foundation Stage. Staff log the children they are taking outside to play and position themselves within the outdoor space, so that they can promote children's safety outdoors.

The deployment of staff is ineffective. The organisation of staff means that on occasion the person taking on the role of the person in charge, has not been suitably supported to ensure they have all of the information they need. At the time of the inspection the setting was not meeting the qualification requirements.

No evidence could be provided that the person in charge has a level three qualification. Furthermore, the requirement that half of all other staff are qualified to at least level two was not being met. The space in the main hall is laid out to promote children's enjoyment, with free space to move around between activities. Children have access to a suitable range of toys and resources. Staff usually spread themselves out so there are sufficient adults wherever children are playing.

Systems to evaluate practice and identify areas for improvement are not suitably developed. The areas for improvement currently identified are small in number and do not address the range of issues identified at inspection. The setting has failed to address two of the three recommendations set at the last inspection and therefore actions have been raised. Staff can raise suggestions or concerns at staff meetings, which are considered by the management team. Currently, the setting does not gain feedback from users to inform future practice.

Parents and carers receive suitable information about the setting. The parents pack contains some useful information and parents are given copies of the complaints and behaviour management policies to read. Registration forms are updated on a yearly basis to ensure that contact information is up to date. Staff chat to parents as children are dropped off and collected. Parents are not usually involving in identifying children's starting points. The setting has informal links with the school and shares information about any concerns about children. However, they have not fully developed the links to share information about children's learning and development so there is consistency of approach.

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

Children make satisfactory progress in their learning and development. A strength of the setting is the calm and relaxed atmosphere, promoted by staff during the session. As a result children feel comfortable and develop positive relationships with both staff and children. There are very few instances of inappropriate behaviour and children of all ages relate well to each other. They show care and consideration for each other.

Children enjoy choosing what they do. They choose with purpose and therefore engage in play for sustained periods of time. They are comfortable to play independently or join a group or activity. They enjoy being creative and are given the opportunity to make whatever they want, even where there is an adult-led activity, which promotes their creativity and imagination. Staff are warm and friendly in their interaction with children and really show an interest in what they say and do. They engage children in conversations with supports their communication as well as their social skills.

Children develop their problem solving and designing and making skills as they select materials and tools to make things. They develop their physical skills as they play outside with different sports equipment, such as hockey. Children's independence is usually promoted throughout the session. For example, they decide when they have a snack and whether to stay indoors or go outside.

Although, staff sometimes do things for the children rather than encouraging them to do it, for example, preparing their snack.

There are a satisfactory range of play opportunities during the session. However, the television sometimes presents a distraction, as on occasion it is on for a considerable length of time including the lunchtime period. Staff contribute to an assessment system that observes what children do. Whilst some relevant information is recorded, this system is not fully useful as the setting does not track children's progress or concentrate on where they need support.

Children develop an understanding of safety as staff talk to them about things such as road safety. They move carefully around the environment and know the routines, for example, lining up to go outside with a member of staff. They know that they need to wash their hands at appropriate times, for example, before lunch. Staff initiate discussions about healthy foods, particularly at meal times where the setting provides healthy options. Children have access to a suitable range of opportunities to develop their understanding of the wider world. Discussions take place to support children's understanding of others, when an issue is identified, for example, a child makes a remark. They also look at different festivals throughout the year.

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	4
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

Outcomes for children in the Early Years Foundation Stage	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	4
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 (Suitability of persons to care for, or be in regular contact with, children; Qualifications and training; Welfare of the children being cared for; Suitability and safety of premises and equipment; Insurance; How the childcare provision is organised) 16/11/2011

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 (Suitability of persons to care for, or be in regular contact with, children; Welfare of the children being cared for; Suitability and safety of premises and equipment; Insurance; How the childcare provision is organised) 16/11/2011