

The Lighthouse Club at St Jude's

Inspection report for early years provision

Unique reference number	107598
Inspection date	14/11/2011
Inspector	Linda du Preez

Setting address	The Crypt, St Jude's Community Centre, St Georges Road, Bermondsey, London, SE1 6EZ
Telephone number	020 74019210
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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

The Lighthouse Club at St. Jude's opened in September 2000. It operates from the crypt in St Jude's Community Centre. The setting is in the Elephant and Castle area in south east London and serves the local area. The setting provides a service for the children who attend local schools. Children are escorted from school to the premises situated behind St Jude's School. The club have use of a hall, a further room for quiet activities and homework, kitchen, toilet facilities and an office. The Lighthouse Club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register to care for 50 children under eight years at any one time. The setting is open Monday to Friday from 3pm to 6:15pm during school term time. Children over eight years old also attend. There is currently one child in the early years age range on roll. There are four members of staff working with the children. Three members of staff have appropriate qualifications at level 3 and one is qualified at level 2. The setting receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Arrangements for safeguarding children are inadequate as there is not an effective policy and procedure in place for staff to follow. Staff do not request required permission from parents for seeking emergency treatment and behaviour management strategies are inappropriate. Not all required documentation is available for inspection, including records of risk assessments and information used to assess staff's suitability. Children make limited progress in their learning and development due to an unsatisfactory range of activities, equipment and resources being provided. Staff have not established effective working relationships with parents in order to gain necessary information regarding children's individual needs through a key person system, nor do they provide them with information on the contact details of the regulator should they wish to make a complaint. Staff work in partnership with primary schools to appropriately support continuity in care. Management do not sufficiently evaluate the group, therefore, key areas for improvement have not been identified and this has resulted in several breaches of legal requirements. The setting does not demonstrate a suitable capacity to maintain improvement.

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 children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular individual needs (Safeguarding and promoting children's welfare) (Also applies to both parts of the Childcare Register) 16/12/2011
- ensure that all records easily accessible and available for inspection by Ofsted, with particular regard to the information used to assess staff's suitability including the unique reference numbers of CRB Disclosures obtained and the date on which they were obtained (Documentation) 21/11/2011
- request written parental permission to the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 16/12/2011
- maintain a record of the risk assessment stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 09/12/2011
- plan and provide experiences which are appropriate for their stage of development as they progress towards the early learning goals (Organisation) 09/12/2011
- implement an effective safeguarding policy and procedure and ensure all staff understand the safeguarding policy and procedure (Safeguarding and promoting children's welfare) 09/12/2011
- assign each child a key person (Organisation) 09/12/2011
- ensure furniture, equipment and toys are suitable for their purpose (Suitable premises, environment and equipment). 09/12/2011

To improve the early years provision the registered person should:

- develop systems of self-evaluation to identify the pre-school's strengths and priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Staff make sure the setting is secure as access to the premises is through a locked secure door and visitors are required to sign in a book. Staff have a suitable awareness of child protection concerns and how to raise concerns about a child. However, although there is a written safeguarding policy in place, this is extremely out of date and does not contain relevant information on procedures to follow. Therefore, staff do not understand the correct procedures to follow in the event of concerns and the policy is, therefore, ineffective. Although children are cared for in

a mostly safe environment, staff do not maintain a record of risk assessments that detail when they were carried out, by whom and any action taken. Furthermore, not all required documentation is available for inspection, such as information used to assess staff's suitability, including Criminal Records Bureau disclosure numbers and the date on which they were obtained. These are breaches of specific legal requirements and pose a risk to children's welfare and safety.

Management are willing to improve the group further, for example, they recognise the need to amend and update the current policies and procedures. However, they do not drive and secure improvement effectively. Lack of self-evaluation means that strengths and weaknesses in practice are not identified. Furthermore, lack of effective training has led to insufficient awareness of how to meet the learning and welfare needs of children.

Children do not have access to an adequate range of resources that promote all areas of their learning and development. Some toys and resources are in an acceptable condition, but are not suitable for the wide age range of children present. Although staff are mostly deployed appropriately, they do not manage the group effectively. Consequently, opportunities for children and adults to listen to each other and communicate positively are limited. The behaviour of the older children, and the management of this by staff, has a detrimental impact on the environment making it unsettling and disruptive. It is not, therefore, conducive to children's confidence or their learning.

Children do not have equal opportunities to be engaged in a variety of activities as many resources are inappropriate for the children, for example tables are very high and many of the games are beyond their level of understanding. A lack of a key person system means that staff have limited knowledge of children's backgrounds and do not gain appropriate information to enable them to meet their individual needs appropriately.

The staff work appropriately in partnership with class teachers through discussions and sharing some information about the children attending. This helps promote suitable channels of communication. Parents and staff share information about children's experiences at school and at the group. Staff have discussions with parents about some aspects of their children's backgrounds, but do not gain full details of their individual needs through a key person system. Parents are not given information on how to make a complaint should they wish. Furthermore, staff do not request parental permission for the seeking of emergency medical treatment or advice. This compromises children's well-being.

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

Children are escorted from school to attend the club and staff welcome them into the premises. Staff encourage children's emerging writing skills through making pens and paper available to them. Children make marks and produce recognisable symbols and letters. However, staff do not display their work creatively around the

room which is a missed opportunity to place value on their contribution. Children have limited opportunities to participate in games to encourage their mathematical skills, as many of the tabletop games and puzzles are old and beyond their level of understanding and are therefore uninspiring. Consequently, younger children often appear bored. They have no opportunity to participate in imaginative play or creative activities as there are no resources available for them to do so. Children, therefore, have limited opportunities to develop skills for the future.

Staff have limited awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development. Consequently children are not developing a suitable understanding of responsible behaviour and this creates an atmosphere which is unsettling and concerning. This has a particularly negative impact on the sense of security for younger children who sometimes become withdrawn as they witness older children and staff shouting at one another. Consequently this creates a negative atmosphere and opportunities to learn are very limited.

Children are developing an awareness of a healthy lifestyle, they benefit from healthy meals at the end of the day. They enjoy regular activities in the local parks, which enable them to move confidently and safely, and this enhances their physical wellbeing. They effectively learn how to use the environment safely by taking supervised risks when outdoors. They know to wash their hands after toileting and prior to eating as staff remind them to do so. However, the ineffective arrangements for safeguarding children mean their safety cannot be assured.

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	4
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	4

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	4
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	4
The extent to which children develop skills for the future	4

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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 (How the childcare provision is organised) (Also applies to the voluntary part of the Childcare Register) 16/12/2011
- ensure there is a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) (Also applies to the voluntary part of the Childcare Register) 09/12/2011

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 compulsory part of the Childcare Register (How the childcare is organised/Procedures for dealing with complaints) 16/12/2011