

St Marks After School Club

Inspection report for early years provision

Unique reference number

EY428053

Inspection date

30/11/2011

Inspector

Elizabeth Mackey

Setting address

The Great Hall, Civic Centre, Stockwell Close, Bromley,
Kent, BR1 3UH

Telephone number

07904 289462

Email

claire.gillis@bromleymytime.org.uk

Type of setting

Childcare - Non-Domestic

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2011

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

St Mark's After School Club at The Great Hall re-registered in 2011, following a move of premises from the Pavilion. It originally registered in 2004. The club is run by the Mytime Management Trust and operates from the Great Hall, in Bromley Civic Centre in Bromley. It has use of a large hall, an indoor soft play area and access to a public garden and park in the town centre. The club operates from 4pm to 6pm, Monday to Friday, during term time.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of 26 children in the early years age group at any one time. Children attend from St. Mark's Primary School. Staff supervise children in a 'walking bus' between St. Mark's School and The Great Hall.

There is one full-time manager working directly with the children and one or two sessional staff, depending on numbers of children in attendance. Staff have appropriate childcare qualifications. The club receives support from the management of Bromley Mytime Charitable Trust who interview, appoint and deliver training programmes to all staff members.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Overall, the systems in place to minimise the risks to children are insufficient. As a result, a number of legal requirements are not met, which impact on children's learning, well-being and safety. Children engage appropriately in some adult-led and child-initiated activities, but overall the organisation and the deployment of resources fail to provide sufficient opportunities to fully promote children's learning and development. As a result, outcomes for children are inadequate overall. The club has developed satisfactory partnerships with parents and carers, and has established relationships with the school the children attend. However, the system of self-evaluation is ineffective and does not identify the unmet welfare requirements or further areas for improvement. In general, the club is operating with minimum staffing and insufficient management systems, which impacts on its capacity to improve the provision and 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:

- ensure that all records relating to childcare activities are readily accessible and available for inspection at all times (Documentation) 31/12/2011
- conduct a risk assessment and record when it was carried out and by whom; regularly review the risk assessment, at least once a year, and include in the record the date of review and any action taken following a review or incident. (Safeguarding and welfare) 31/12/2011
- carry out a full risk assessment for each type of outing, which includes assessment of required adult: child ratios and the nature of the outing, considering whether it is appropriate to exceed the normal ratio requirements. The assessment must be reviewed before embarking on each specific outing. (Safeguarding and welfare) 31/12/2011
- ensure there are sufficient staff available to work directly with the children and to undertake management tasks.(Staffing arrangements) 31/12/2011
- assess the risks in relation to children using the soft play area and take immediate action to minimise them (Safeguarding and Welfare) 31/12/2011
- plan and organise your systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 31/12/2011
- ensure the daily record of children on the premises is accurately maintained (Documentation) (also applies to both parts of the Childcare Register) 31/12/2011

The effectiveness of leadership and management of the early years provision

Overall the team leader demonstrates a sound understanding of the club's safeguarding procedures and has attended safeguarding training. She is aware of her duty to report concerns and is familiar with referral procedures. The club has a procedure in place for ensuring that staff are suitable to work with children, and evidence of checks on staff is available. There are some measures in place to keep children safe in the club. For example, they practise fire drills and both staff hold an up-to-date paediatric first aid certificate. However, a number of specific legal requirements are not met, which compromises the health and safety of the

children. The club operates at the minimum adult: child ratio. The team leader is included, which means there are insufficient staff available to spend time with parents and undertake management tasks. The club is currently in temporary accommodation, due to building works in its usual venue. Although the club has managed to make alternative arrangements to offer continuity for parents and children, they have failed to risk assess these, and the current arrangements do not safeguard the children sufficiently. On three days each week, the club uses a large hall and makes use of a daily checklist to check hazards are minimised. However, on two days each week, the club regularly visits a nearby soft play area for the whole session. As this setting is open to the general public, the lack of risk assessment for this activity and additional outings to the park mean children are not protected sufficiently from potential hazards. Furthermore, there are not enough staff deployed, which further increases the risk to children's safety.

All the policies for the club are stored at the head office; therefore, staff do not have them at hand. They are not available for inspection, which is a further specific legal requirement. The required record of children's attendance is not accurately maintained and essential information, such as children's full names and hours of attendance, are omitted.

Staff plan a programme of activities for children and display planning information in the hall, alongside information for parents. This includes details of children's key workers, staff qualifications and the procedure for complaints. However, the organisation of the after-school sessions, in particular on the days when children are in the soft play area, results in the children not being given any choice. The task of supervising the children in a large busy public place means staff are unable to engage children appropriately. As a result, outcomes for most children are inadequate. Although many children enjoy two hours of physical activity, this does not support children's need for consistency to help them to feel safe and secure in the club. It is very busy and noisy and there are no opportunities for children to relax or play quietly.

Both staff work very hard and they demonstrate positive relationships with the children and families, for example, by seeking the views of parents. However, the lack of staff available at collection time limits the quality of the exchange of information with parents. Furthermore, there are insufficient staff to monitor parents signing their children out of the club, which means the record is not always accurate. Although staff keep a mental note of how many children remain on site, this system is not fail proof. This impacts on children's safety and has implications in the event of fire evacuation. Staff interact with the children positively and are aware of their individual needs. They have also established relationships with staff in the school that children attend. However, staff are insufficiently supported in their roles and management systems are remote. There is little emphasis on promoting outcomes for children as staff do not target the use of resources sufficiently well to bring about improvement.

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

Children get to the club by a 'walking bus'. However, there is no risk assessment in place for the 'walking bus' and minimum staffing ratios are applied. Children walk sensibly in pairs and show an appropriate understanding of how to keep themselves safe. Staff take time to explain to the children the expected behaviour when walking along the road and children complete road safety work sheets. A satisfactory range of activities are available in the great hall. These are set up once children arrive, as staff are unable to access the hall beforehand. The team leader plans activities to suit the individual needs and interests of the children and she is aware of their cultural and religious needs. Children learn about different cultures and acknowledge religious and cultural festivals through themed activities.

Children enjoy craft activities, and opportunities to develop their early writing skills. They explore different textures, for example, shaving foam and modelling dough, and staff encourage them to observe the change in textures as they manipulate these. Planning covers the six areas of learning and staff make observations of children's progress and development. Activities are set up to promote children imaginative development. They make camps in tents and the role play area is changed to offer a variety in children's play. There is an area with soft furnishings, where children can sit and relax and enjoy books. Children enjoy playing party games and they listen and dance to music. Occasionally a visit to the park is planned on the way back from school.

However, children are not provided with a satisfactory range of activities and experiences every day. On the day of inspection, only play in the soft play area was available. This means overall the quality of the provision is inadequate, because children do not have consistent opportunities to access a range of activities across the six areas of learning. In the soft play area, staff supervise the children as they play and respond appropriately to children's needs. For example, when children come to the seating area they pour them a drink. It is a noisy, busy club and there no alternative activities on offer. Overall the organisation of the after-school session means that children spend a disproportionate amount of time with one activity, which involves little interaction or active learning. This means children's individual needs are not being met overall and children who are less confident are more reluctant to engage in boisterous activities.

Children are familiar with the hygiene routines in place and they wash their hands before they have their tea. Children have a healthy tea of beans on toast and they add their choices to the menu. Children sit together to eat their tea; however, the noise volume discourages communication and social interaction. The organisation of the club means that the children are served their meals. They do not have opportunities to increase their independence skills, for example, making their own sandwiches or helping with the mealtime arrangements. Therefore, they are limited in developing the social and learning skills that will equip them well enough for the future. Children manage their own toileting and hygiene routines appropriately. The toilets in the soft play area are also used by the general public.

Children go to the toilets in pairs and alert staff when they are going. Overall, there are insufficient staff to support children who may require additional help and to ensure children's safety.

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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
--	---

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

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

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:

- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises, ensuring that all necessary measures are taken to minimise any identified risks. (Suitability and safety of premises) (also applies to the voluntary part of the Childcare Register) 31/12/2011
- take action as specified in the early years section of the report (Records to be kept) 31/12/2011

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 (Suitability and safety of premises and equipment) 31/12/2011
- take action as specified in the early years section of the report (Records to be kept) 31/12/2011