

# Bitterne Park After School Club

Inspection report for early years provision

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**Unique reference number** EY435711  
**Inspection date** 21/02/2012  
**Inspector** Jacqueline Munden

**Setting address** Bitterne Park Baptist Church, Southampton, Hampshire,  
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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.

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

Bitterne Park After School Club registered in 2011. The club operates from the Bitterne Park Baptist Church in the Bitterne Park area of Southampton. A secure area is available for outdoor play. The breakfast club is open from 7.40am until 9am and the after school club opens from 3.15pm until 6pm each week day during school term-time only. A holiday club runs from 8am to 6pm during school holidays and inset days. The club collects children from Bitterne Park Infant and Junior Schools and St Deny's Infant and Junior Schools. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 30 children aged from four years to under eight years at any one time. Older children up to the age of 11 years may also attend. There are currently 50 children on roll, of these 10 are in the early years age group. There are four members staff employed to work with children and two volunteers. Of these, three hold relevant childcare qualifications and one is currently training.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are cared for in a welcoming environment. Overall, their enjoyment and learning are appropriately supported, although resources and the outdoor environment are not always used effectively. Systems to evaluate the provision are not robust enough to bring about continuous improvement. The manager has a weak knowledge of the Early Years Foundation Stage Framework and fails to ensure all the welfare requirements are met. As a result, children's health, safety and welfare are not adequately protected. Some documentation does not include all the details as required by regulation.

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 the practitioner designated to take lead responsibility for safeguarding children has attended a child protection training course (Safeguarding and promoting children's welfare) 22/03/2012
- implement an effective safeguarding children policy 06/03/2012

- and procedure (Safeguarding and promoting children's welfare)
- obtain information about who has legal contact with children; and who has parental responsibility of children (Safeguarding and promoting children's welfare) 06/03/2012
- ensure there is a named deputy who is able to take charge in the absence of the manager (Suitability of adults) 06/03/2012
- promote equality of opportunity, with particular regard to improving systems that enable children's linguistic diversity and cultural background to be valued and included in their play and learning (Organisation) 06/03/2012
- maintain a record of the risk assessment, ensuring it identifies all aspects of the environment that need to be checked on a regular basis and clearly states when it was carried out, by whom, the date of review and any action taken following a review or incident (Documentation) 23/02/2012
- maintain an accurate daily record of the names of children looked after on the premises and their hours of attendance. (Documentation) (also applies to both parts of the Childcare Register) 22/02/2012

To improve the early years provision the registered person should:

- keep records about vehicles in which children are transported, including insurance details and a list of named drivers
- develop systems of self-evaluation to accurately identify the setting's strengths and priorities for development that will further improve the quality of provision for all children
- develop further systems to communicate and work with other settings together to provide continuity in children's care and learning
- develop awareness of responsibility under food hygiene legislation including registration with the relevant Local Authority Environmental Health Department
- make further use of the outdoor area and increase opportunities for children to help plan the layout and contribute ideas for activities.

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

The leadership and management of the club are ineffective. Systems are not in place to reflect upon and evaluate practice. This means areas of weakness are not accurately identified to drive improvements. The manager does not have a secure knowledge and understanding of the welfare requirements. As a result, a number of legal requirements are not met and children are not adequately safeguarded. The member of staff with lead responsibility for safeguarding children has not

attended child protection training as required by regulation. An effective safeguarding policy is not implemented. This means staff may not be able to respond appropriately should they have a child protection concern. Some required details are not obtained from parents, including who has legal contact with and responsibility for children. Appropriate vetting procedures are followed to make sure all adults are suitable to work with children. However, induction and appraisal systems are not always used effectively to inform staff of all the setting's procedures and to identify their professional development needs. Appropriate risk assessments have been conducted for the premises and for walking children to and from school. Suitable steps are taken to keep children safe. However, the written record of the risk assessment lacks all the details as required by regulation. Records about vehicles in which children are transported, including insurance details and a list of named drivers, are not maintained.

Children are generally provided with a balanced, healthy and nutritious range of food and drink. They enjoy breakfast and a cooked evening meal that includes fresh fruit and vegetables every day. The cook is appropriately trained in food safety and hygiene. However, the provider has not registered with the Local Authority Environmental Health Department. A named deputy is not in place to take charge in the absence of the manager as required by regulation. The required record of children's attendance is not always accurately maintained.

Equality and diversity are not adequately promoted to ensure all children are valued and included. Insufficient information is obtained about children's linguistic diversity and cultural backgrounds. This means that their individual needs are not fully met. Some steps are taken to make sure all children can take part in the activities. For example, each of the children attending junior school has a personal art book. These are now provided to the younger children as well. A range of resources are set out at each session, a few of which promote positive images of different people in society. The indoor areas of the setting are generally used well for different types of play. However, the outdoor play area is used less effectively.

Partnerships with parents are satisfactory. Information is shared with them as they deliver and collect their children. Most required information is obtained from them at registration although details are missing. This impacts on staff's ability to promote children's safety and welfare. Parents know where to find the policies and procedures that staff make available for them to read. They report their children settle quickly and enjoy their time at the club. Parents like the creative activities children take part in, and particularly enjoy the cakes children bake. Limited steps are taken to develop links with other providers of the Early Years Foundation Stage that children attend. Staff relay messages between parents and teachers but systems to share information about children's learning are not fully effective.

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

Children are happy and settled in the club, chatting with each other and staff as they meet after school and walk back to the club. Children learn to keep safe as they cross the road and hang their bags neatly to prevent ripping hazards. They are beginning to develop a sense of belonging as they have their own art books. However, children are not fully involved in helping to plan the environment and offer ideas of activities they take part in; toys and equipment are put out for when they arrive which limits the choices they make. Children are developing firm relationships with adults and say they would talk to them if they were not happy. However, whilst children feel safe, staff's lack of knowledge in some aspects of the safeguarding requirements cannot ensure that children's safety is adequately promoted within the club. Older children are kind to the younger children, often playing collaboratively which helps them settle and feel secure. For example, children help those younger than themselves to make a cone to fit on the top of a model rocket they are making.

Children take part in some planned adult-led activities, such as baking cakes. They describe how they use balance scales and weights to measure the flour. Children show they are confident talkers as they enthusiastically explain the need to grease the cake tin to stop the cake mixture sticking. Children develop skills for future use as they read to adults and make marks. They use some ICT equipment, such as electronic games and a CD player. Children's awareness of other cultures is sometimes promoted as they eat foods from around the world.

Children enjoy creative play which is an area that offers them more scope to make choices and express themselves. They become engrossed in developing their own ideas. For example, children make a pancake using a paper plate, paint it light brown and stick various objects on for the topping. They excitedly explain what 'healthy' fruit the various coloured fluffy balls represent; that the glittery bits are sugar and that 'there is only a little bit of that because it is not good for my teeth'. Children learn to use tools safely, such as scissors. However, they have to ask for staff to help them cut the sticky tape as there is no dispenser to enable them to be independent. Children have opportunities at each session to develop physical skills and exercise in the hall and play ball games. However, limited use is made of the outdoor area which impacts on children's enjoyment and learning as well as their health. Children learn some effective hygiene routines, such as washing their hands before eating.

## 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	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
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Safeguarding and promoting children's welfare) (also applies to the voluntary part of the Childcare Register) 06/03/2012
- take action as specified in the early years section of the report (Records to be kept) 22/02/2012

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 (Safeguarding and promoting children's welfare) 06/03/2012
- take action as specified in the early years section of the report (Records to be kept). 22/02/2012