

Caterpillar Out of School Club

Inspection report for early years provision

Unique reference number

EY435348

Inspection date

06/02/2012

Inspector

Sarah Measures

Setting address

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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

Caterpillar Out of School Club registered in 2011. It operates from four areas with associated facilities within Meadowdale Primary School in Market Harborough, Leicestershire. All children share access to a secure outdoor play area where ramps are established to make this accessible to all users.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 40 children at any one time, all of whom may be in the early years age range. There are currently 57 children on roll who attend from four schools in the area. The club is open each weekday during term time from 7.30am to 9am and from 3pm to 6pm. It also operates during school holidays from 7.30am to 6pm.

Three members of staff work with the children, all of whom hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Policies and procedures do not safeguard the children. Suitable systems are in place to support children's learning and development. Children are settled and enjoy their time at the club. They are warmly welcomed into the setting by staff who value them as individuals. There is no effective system to identify key weaknesses in the provision in order to plan for and secure continuous improvement. The owners of the provision show a keen desire to improve and to offer improved opportunities 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:

- notify Ofsted of any change to the person who is managing the provision, in advance where it is practicable to do so, but in any event within 14 days of the event occurring (Suitable people) (also applies to both parts of the Childcare Register) 07/02/2012
- ensure that an effective safeguarding children policy and procedure can be implemented (Safeguarding and promoting children's welfare) 29/02/2012
- ensure that at least one person who has a current paediatric first aid certificate is on the premises at all 10/02/2012

times when children are present (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

- ensure that adults looking after the children have appropriate training and knowledge (Suitable people) 29/02/2012
- ensure that children's records are confidentially maintained (Documentation) 07/02/2012
- ensure that each child is assigned a key person (Organisation). 10/02/2012

To improve the early years provision the registered person should:

- carry out regular fire evacuation drills and record in a log book details of any problems encountered and how they were resolved
- develop effective methods of self-evaluation in order to organise systems to meet children's individual needs
- develop the two-way flow of information with other settings, in order to share information regarding children's progress towards the early learning goals.
- improve staff's awareness of security indoors and of other users in the building.

The effectiveness of leadership and management of the early years provision

Policies and procedures do not safeguard the children. The registered persons have not met the requirements for informing Ofsted when there was a change in manager. This means that the manager has been in place and has been responsible for the group without the appropriate checks being instigated by Ofsted. This does not safeguard the children. Staff are aware of the possible indicators of the different types of child abuse, meaning they are able to identify any concerns. However, the role of the designated person for child protection is not clearly defined and the person in charge does not know how to make a referral according to Local Safeguarding Children Board policies and procedures. This means that there is no effective safeguarding policy for staff to follow and children are not appropriately safeguarded. It also demonstrates that procedures for recruiting a new manager are not sufficient. Also, insufficient procedures are in place to ensure that the new manager has the appropriate training and knowledge necessary for the role. This means that some policies and procedures may be ineffective if they cannot be implemented through lack of knowledge. Secure procedures make sure children are safely collected by appropriately identified persons. Staff are vigilant and make sure they know which children to expect at the setting. This means that if a child does not arrive then staff would be alerted and be able to take appropriate action to protect them as soon as possible.

Staff are very friendly and approachable and make sure they tell parents what children have eaten and how they have been on a daily basis. A good range of policy information is available to share with parents to promote continuity of children's care. However, there is no 'key person' system established in order to

further enable staff to develop close working relationships with parents and children. Consequently, parents and children do not have an allocated member of staff to relate to and this does not effectively promote the outcomes for children to make a positive contribution. This also does not meet with the requirements or support the needs of the youngest children in the setting. Staff share some information with other settings that children attend that also deliver the Early Years Foundation Stage. However, they do not share information regarding children's progress towards the early learning goals. This does not enable all involved in children's learning and development to plan cohesively to support children's progress. This is an inclusive setting. Children play, learn and develop in an environment that represents difference and diversity, and they celebrate a variety of different religious and cultural events. This helps them to learn about the wider world and to value and appreciate difference. All children choose from a varied range of fun activities. Staff go through children's records and have discussions with parents as children start at the setting to make sure individual needs are included within activities and routines.

Staff carry out risk assessments across the provision to make sure children are safe. These are effective and keep hazards to a minimum. Staff organise the setting so that it is welcoming and accessible. Children use good quality and developmentally appropriate resources and equipment. The club uses allocated rooms that are separately located within the school. The premises are secure, staff are appropriately deployed to supervise children, and adult-to-child ratios are met. However, staff cannot be sure that children are unable to leave the registered premises unattended and cannot be fully aware of or responsible for what happens or who is present out of the registered areas after school hours. Records kept meet with requirements. However, they are stored in a lockable case that does not always remain with staff and is left unattended. This means that it is possible for confidential information to be accessed by persons other than staff at the setting. This does not appropriately protect children and their families. Staff have started a system to reflect upon the environment that they provide for children. However, this does not identify key areas to be improved and has not identified that several welfare requirements are not met.

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

Children are keen to take part in activities that are organised in advance because staff arrive early to make sure the setting is suitably prepared. Children are marked off on the register as they arrive to make sure staff are aware of who is present and who they are responsible for in order to keep them safe. Children choose from a varied range of fun and interesting activities that cover each area of learning. This is a busy and friendly club, and children are settled and well occupied. Staff have just implemented a system to observe children and to demonstrate the progress that they have made in developing skills for their future learning. Children show a secure sense of belonging and have good relationships with staff. This is because staff value the children and their contributions to the group. For example they listen to children, talk to them about their day and encourage them to make choices about their care and routines. Children are well behaved and any

difficulties with behaviour are dealt with swiftly and appropriately.

Children use the playground and large play equipment at the school for outdoor play and exercise. They make healthy choices at tea time and a selection of fruit is always available. Children show good independence skills as they help to prepare their own meals. This also helps them to feel part of the setting and to be involved. However, children's health is not appropriately promoted. This is because there is not always a staff member who is qualified in paediatric first aid present at the premises, which means children are not always protected in the event of an accident. Staff keep make sure that they seek written consent from parents before they give any medicines to children. Children are also not protected in the event of a fire because staff have not carried out a fire evacuation drill.

Children enjoy playing purposeful games in groups. They take turns and enjoy making friends. They select equipment and resources to follow their own ideas. For example, children design and make their own Valentine's cards. They can choose from a wide variety of reading material at the school's library and they enjoy sharing books with adults. Children play games that help them to match and compare. They use the computers and enjoy playing their favourite games as they develop their information and communication technology skills. Children take part in different creative and messy play activities and have fun exploring with colour and texture. Children of all ages interact well and older children show consideration for the younger ones. Children say that they like to come to the club and play with their friends.

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

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	4
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 (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 29/02/2012
- ensure that at least one person caring for the children has an appropriate first aid qualification (Welfare of the children being cared for) (also applies to the voluntary part of the Childcare Register) 10/02/2012
- inform Ofsted of changes in circumstances as soon as possible, and no later than 14 days after the change occurs (Providing information to Ofsted) (also applies to the voluntary part of the Childcare Register). 07/02/2012

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 within the compulsory part of the Childcare Register (Welfare of the children being cared for, Arrangements for safeguarding children, Providing information to Ofsted). 29/02/2012