

# Action House Westcott

Inspection report for early years provision

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**Unique reference number** EY436115  
**Inspection date** 08/03/2012  
**Inspector** Denys Rasmussen

**Setting address** Westcott School, School Lane, Westcott, DORKING, Surrey,  
RH4 3QF

**Telephone number** 01306740544

**Email**

**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

Action House Westcott is an out of school setting registered in 2011. It is one of two provisions run by Action House Committee. The setting operates from within Surrey Hills School where they have access to a community room as their base, as well as the school hall and an additional upstairs classroom. Various outside spaces are available to the setting on the grounds of the school. Children attend the setting from the school in which they are based and the surrounding villages.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum 32 children; of these no more than 16 may be in the early years age group, and of these none may be under four years. There are currently 25 children on roll, of whom two are in the early years. No children in the early years age group were present at the time of the inspection. An accessible lift allows all children to use the upstairs classroom. There are four permanent staff, one of whom has appropriate qualifications. Two staff are generally on duty at any one time. The setting is open each weekday from 3.30pm to 6pm during term-time, and also operates during most school holidays from 8.30am until 5.30pm.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Systems to safeguard and promote children's welfare are not sufficiently robust overall. Self-evaluation systems are weak and do not provide the setting with an accurate appraisal of its effectiveness and what it needs to do in order to seek further improvements. As a result, not all legal requirements are met. Arrangements for engaging with parents and others are satisfactory and continuously developing, which supports consistency of children's care and learning. The environment and activities encourage children to be active; however, staff do not currently support children's understanding of emergency procedures. Additionally, the imagery within play resources, displays and activities does not actively support children to embrace equality and diversity.

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:

- take all reasonable steps to ensure that hazards to 27/03/2012

children, both indoors and outside, are kept to a minimum (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

- ensure all supervisors and managers hold a full and relevant level 3 (as defined by the Children's Workforce Development Council (CWDC) and half of all other staff must hold a full and relevant level 2 (as defined by CWDC) (Suitable people) 27/03/2012
- keep records of the information used to assess suitability to demonstrate to Ofsted that checks have been done, including the number and date of issue of the enhanced Criminal Records Bureau disclosure (Suitable people). 27/03/2012

To improve the early years provision the registered person should:

- develop activities and increase resources to provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- carry out regular evacuation drills to enable children's understanding of what to do in an emergency
- encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development.

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

Arrangements for safeguarding children are not robust enough to ensure staff are adequately qualified and that children are protected from undue hazards through suitable risk assessments. Furthermore, inefficient record keeping and accountability mean suitability checks on staff are not available for inspection. This results in an overall failure to safeguard children and promote their welfare adequately. Nonetheless, key staff have a satisfactory understanding of the procedures to follow if they were to become concerned about a child's welfare. They have attended training in safeguarding to heighten their awareness. Additionally, three staff hold an appropriate first aid qualification which enables them to deal with children's minor accidents appropriately.

The setting has made some improvements since registration, such as gaining more information about children's starting points when children join the setting. However, systems of self-evaluation are ineffective, as the setting has failed to identify a number of significant issues to meet all the legal requirements of the Early Years Foundation Stage framework.

The setting work closely with parents to ensure they have sufficient information about the children to support them appropriately. Generally, boys and girls are encouraged to participate in all activities and most staff are careful not to gender

stereotype activities. For example, staff encourage all the children to climb trees, play football and sew. There are satisfactory play resources available overall. However, there are extremely limited positive images within the play resources or displays to challenge children's thinking and help them to embrace differences.

Daily verbal discussions with parents and teachers in the school enable information to be suitably shared about the children. This helps to promote consistency of children's care and learning. The staff respect parents wishes in the care of their child and seek appropriate parental consents. Parents receive satisfactory information about the settings policies and procedures through a portfolio at the setting and the parent's notice board. Parents comment about the friendly staff and appreciate that their children are encouraged to be active.

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

There is a satisfactory range of activities covering most areas of learning. Plans are usually made the night before, according to the children's current interests. For example, sewing was planned again from the previous day because children requested this as they really enjoyed the activity. The staff enable children who attend on a part-time basis to continue their activities. For example, by making sure children know their piece of sewing is in a safe place for them to continue when they next attend.

Staff know the children well enough to enable them to provide satisfactory learning opportunities. Children are free to move around the room and outdoor areas, which builds their confidence, enabling them to feel relaxed and secure at the setting. They follow the rules when climbing trees to keep themselves safe. However, staff not always identify day-to-day hazards adequately, such as the dangers of cooking pasta in the same room children play, which compromises their safety. Furthermore, children do not have opportunities to practise an evacuation procedure to support their understanding of how to leave the premises safely in an emergency.

Staff set children good examples and as a result, children behave well. Children are offered healthy snacks, such as fruit and pasta, and have drinking water available to them at all times, promoting their understanding of healthy lifestyles. Children adopt satisfactory personal hygiene routines, such as washing their hands appropriately, although some children need prompting from staff. Children make choices in their play. They enjoy relaxing after school on the large beanbags with their friends, watching a favourite film. Children participate in challenging physical activities, such as negotiating the gym trail, taking part in team games and balancing on a construction design they have made. Children have opportunities to learn about nature and use their imagination and design skills when making dens out of wood and foliage in the field.

## 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   | 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

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|--|---|
| <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:

- ensure the manager has a qualification at a minimum of level 3 in a relevant area of work; and at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (Qualifications and training) 27/03/2012
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 27/03/2012

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 early years section of the report (Suitability and safety of premises and equipment) 27/03/2012