

# TLC Out of School Care

Queen Elizabeth Humanities College, BROMYARD, Herefordshire, HR7 4QS

## Inspection date

Previous inspection date

17/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

|  |   |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 3 |
| The contribution of the early years provision to the well-being of children            | 3 |
| The effectiveness of the leadership and management of the early years provision        | 3 |

## The quality and standards of the early years provision

### This provision is satisfactory

- Children's development in the prime areas of learning is generally well supported in a play-based environment where they are encouraged to make choices, express and follow up their ideas, develop friendships, and to be physically active.
- Children develop an increasing awareness of the importance of a good diet and regular exercise, and relish taking part in varied and challenging outdoor activities.
- The provider, manager and staff create a nurturing environment where children settle, enjoy themselves and become increasingly confident, and parents feel welcomed and appreciate regularly exchanging information about their children's experiences.
- The provider and the manager are positive role models for less experienced staff and reinforce good practice in fostering children's learning, development and well-being in meaningful and practical ways.

### It is not yet good because

- Staff are not always effectively deployed to ensure the Early Years Foundation Stage qualification requirements are consistently met.
- Some indoor activities and resources are not always well laid out to attract and sustain children's interest and purposeful play.
- Systems are still being developed to firmly establish information sharing with every parent and schools and nurseries attended by young children, to ensure the information gained is used consistently to support the out of school care's educational programme.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the two playrooms and the outside area.
- The inspector held meetings with the provider and the manager.
- The inspector looked at records relating to children's care, health and safety and at the early years key person's observation and assessment records.
- The inspector checked evidence of staff's suitability, qualifications and training.
- The inspector took account of the views of children and of parents and carers spoken to on the day.

## Inspector

Rachel Wyatt

## Full Report

### Information about the setting

TLC Out of School Care re-registered in 2012. The out of school care operates from the student services premises of the Queen Elizabeth Humanities College in Bromyard, Herefordshire. Children have access to outdoor play areas, including an adjacent grassed

bank area, playground and playing fields. The out of school care is open each weekday from 8am to 6pm during published holiday periods, and during school term times between 3.15pm and 6pm. The out of school care is closed for bank holidays, the first two weeks of the summer holidays and during the Christmas holidays. Children can attend for a variety of sessions and are pupils of schools and pre-schools in the Bromyard and surrounding rural areas. During the holidays, children attend from a wide catchment area and are involved in regular local off-site activities and outings.

The out of school care is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 32 children aged from three to 12 years who attend after school and an additional 14 children regularly attend during the holidays. Support is available for children with special educational needs and/or disabilities and for children who speak English as an additional language.

The provider and four other members of staff work with the children. Of these, the provider has Qualified Teacher Status and a level 3 playwork qualification, and the other manager has early years and playwork level 3 qualifications.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the deployment of staff to ensure qualification requirements are met at all times.

#### **To further improve the quality of the early years provision the provider should:**

- enhance children's engagement and enjoyment during freely chosen indoor activities by improving the layout and presentation of equipment and resources
- consolidate partnerships with parents, carers and other providers, such as schools and pre-schools, to - continue to promote a united approach to promoting children's learning and development - improve strategies to keep all parents informed about the setting's role in supporting children's learning and development.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children enjoy a suitable variety of activities which reflect their interests and choices and help them to make satisfactory progress in the prime and specific areas of learning. Children settle quickly, develop confidence and soon make friends, supported by reassuring and kind staff. They ensure children mix and socialise, for instance, during

snack time and free play sessions. Children's ideas, particular interests and specific requests for activities are followed up. For instance, they can help themselves to a supply of recycled materials and art resources for their construction and creative play. However, the presentation of some activities and resources, such as small world, role play and areas for children's relaxation, lack interest and do not inspire them to engage in sustained purposeful play. Children do, however, relish being outside. They enjoy the space to run around and be adventurous. They build dens, climb trees and experiment with how different materials react in the wind.

The early years specialist, who is the key person for younger children, broadly understands each child's starting points and their overall progress. She encourages parents to talk about their children's interests and gives them feedback about their children's activities including information from her observations about their play, skills and interactions. However, some parents are not always fully involved as children's next steps are not consistently discussed and some parents are not familiar with the out of school care's role in fostering children's learning and development.

### **The contribution of the early years provision to the well-being of children**

Children are looked after in an emotionally and physically safe and secure environment. The provider and staff minimise any risks, including those associated with being located in shared premises. Children follow staff's requests and behave sensibly. They get on well in a mixed age group, building positive relationships with each other and with the adults looking after them. In particular, children appreciate that their views and preferences are listened to and followed up by the staff.

Children's individual care and health needs are understood, and medication, accident and ill health procedures are managed effectively. Children develop a good understanding of how to be healthy. They increasingly manage their own personal care and hygiene. They are encouraged to make healthy choices during nourishing snacks and to drink plenty of water. Children are able to relax, have plenty of fresh air and relish being active. They enjoy regular physical play in the school grounds and take part in fun outings, such as woodland walks and forest school activities during the holidays.

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

The provider has appropriate procedures to protect children from harm. She attends relevant safeguarding training and ensures staff understand what to do if they have any concerns about a child's welfare. Appropriate systems are in place to ensure staff are suitable and the provider's informal supervision, mentoring and role modelling promote less experienced staff's personal development. There are some weaknesses in the provider's deployment of staff which means that the Early Years Foundation Stage and compulsory part of the Childcare Register's qualification requirements are not consistently met. This is a breach of Early Years Foundation Stage safeguarding and welfare requirements, but the impact on children's well-being is minimised because the provider often maintains higher adult-to-child ratios and levels of supervision. Children in the early

years age group are looked after and collected by staff who have paediatric first aid qualifications. However, the first aid qualification requirements for both parts of the Childcare Register are not always met because some staff who transport children aged over five years do not have a current appropriate first aid qualification.

In other respects, the provider and manager implement generally effective monitoring procedures. Risk assessments and daily safety checks ensure children are looked after and play in safe, secure surroundings and use suitable toys and equipment. The provider ensures collection arrangements are reviewed weekly with parents and schools. Parents are pleased with the quality of the out of school care and are confident to share information with the provider, including any concerns about the provision. They all highlight that their children are happy, which is a priority for them.

The provider is determined to consolidate links with the schools and nursery children attend and has suitable systems in place to share relevant information about children's learning and care needs, however, levels of information sharing vary. However, where this potentially impacts on children's safety or health the provider is proactive about tightening up procedures to ensure a consistent flow of information, for example, when a child is given medication at school and at out of school care.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- ensure that the qualifications requirements for the Childcare Register are met (Qualifications and training)
- ensure that at least one person who is caring for children has an appropriate first aid qualification (Welfare of the children being cared for) (also applies to the voluntary part of the Childcare Register)
- take action as specified in the compulsory part of the Childcare Register (Welfare of the children being cared for).

### What inspection judgements mean

#### Registered early years provision

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.   |
| Grade 2 | Good         | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.   |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.   |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met     |              | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.  |
| Not Met |              | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.  |

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

|                                |                          |
|--------------------------------|--------------------------|
| <b>Unique reference number</b> | EY446581                 |
| <b>Local authority</b>         | Herefordshire            |
| <b>Inspection number</b>       | 787937                   |
| <b>Type of provision</b>       |                          |
| <b>Registration category</b>   | Childcare - Non-Domestic |
| <b>Age range of children</b>   | 3 - 8                    |

|                                    |   |
|------------------------------------|---|
| <b>Total number of places</b>      | 32  |
| <b>Number of children on roll</b>  | 32  |
| <b>Name of provider</b>            | TLC Out of School Care Community Interest Company |
| <b>Date of previous inspection</b> | Not applicable                                    |
| <b>Telephone number</b>            | 07791 382 399                                     |

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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