

# Stowford Out of School Club

Exeter Road, Ivybridge, Devon, PL21 0BG

## Inspection date

15/10/2012

Previous inspection date

08/05/2009

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

3

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 4

The effectiveness of the leadership and management of the early years provision 4

## The quality and standards of the early years provision

### This provision is inadequate

- The registered person has not updated her knowledge with regard to current legal requirements and as a consequence some specific requirements are not met, which impact on children's wellbeing
- Children's safety in the event of an accident is compromised because staff qualifications in first aid have expired.
- Staff knowledge of safeguarding issues is not robust. The lead practitioner for safeguarding children has not attended a child protection training course to ensure they know how to respond appropriately should concerns arise.
- Staff do not receive effective supervision or appraisals to identify any training needs and foster a culture of mutual support and continuous improvement. There are no systems in place to monitor the quality of the provision and reflect on practice.

### It has the following strengths

- Children have fun at the club and enjoy playing with their friends. They relate well to the staff who join in their games.
- The premises are of good quality and children have easy access to the outdoor area. When the playground is available, children have plenty of space to play active games that develop their physical skills, such as football and skipping.
- There are safe arrangements to collect the children from their classrooms and all children are familiar with the routine.

## 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 accompanied staff as they collected the children from the school.
- The inspector observed activities in the playroom and the outside area.
- The inspector met with the manager and spoke to individual staff.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Ruth Thrasher

## Full Report

### Information about the setting

Stowford Out of School Club opened in 1995. It operates from a building jointly used by the school and club, within the grounds of Stowford Primary School in Ivybridge, Devon. The club is privately owned, catering for local children who attend the primary school. It is registered on the Early Years Register and the compulsory and voluntary parts of the

Childcare Register, to care for a maximum of 30 children at any one time, from four years to eight years old. There are currently 48 children on roll, eight of who are in the early years age group. Children have access to an outdoor play area. The club runs from Monday to Friday during term times. Sessions are held before and after school from 8am to 8.45am and 3.15pm to 6pm, with an earlier finish at 5.30pm on Fridays. The setting does not provide care during school holidays. There are four staff employed. The manager and deputy are both qualified to level 3 and the other two staff are unqualified.

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

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

- ensure that the lead practitioner for safeguarding children attends a child protection training course
- ensure that at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present
- put in place appropriate arrangements for the supervision of staff to include support, coaching, training and to discuss sensitive issues

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

- increase knowledge of the current Early Years Foundation Stage framework and introduce systems to monitor and evaluate the quality of the provision to ensure that children benefit from a high quality setting.

### **Inspection judgements**

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

Children take part in a satisfactory range of activities. They enjoy their time at the club and some are reluctant to leave as they have so much fun with their friends. Some attend for a very short time before they are collected, whilst others have more time to stay and play. The manager feels her priority is to ensure the children are cared for and have the opportunity for fun and relaxation at the end of the school day. Children behave well and are suitably occupied during the session. They are clearly familiar with the routines of the club. They hang up their coats and immediately choose an activity. Some children go straight to the cupboard to choose a game. Others select activities that have been set out for them by the staff. The range of activities provided is sufficient to keep the children occupied and includes drawing and colouring, puzzles, games and construction bricks.

There are comfy sofas where the children can relax. Some of the boys are drawn to the area around the large television where they watch cartoons or play computer games. Other children enjoy sitting with the staff at a table playing games or colouring. One child was very proud of a picture she had stencilled and coloured to give to her grandparent. The staff member talked to her about the picture, praising her efforts.

Staff are generally well deployed to support children in their choice of activity. There is no formal planning and the sessions are very much led by what the children want to do, although they can only go outside if the playground is not in use by the school. Seasonal topics are sometimes used and staff occasionally develop activities around topics that the children are doing at school. The manager reports that she has a meeting with the children's teacher at the beginning of the year to discuss areas of learning for the younger children. This enables her to identify any concerns and support children appropriately. This year's meeting had not yet taken place as the manager wanted to give the children time to settle in. Children have free choice of activities. They play outdoors when the playground is available. This enables them to develop their physical skills and burn off some energy. The boys were seen to enjoy playing football with a member of staff. The girls enjoyed skipping games and counting how many jumps they could achieve.

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

Staff have insufficient understanding of the recently revised safeguarding and welfare requirements to promote children's wellbeing. They have failed to update first aid training; therefore there is nobody on the premises with a current paediatric first aid qualification. This means that staff do not have up to date knowledge of how to assist a child in the event of an accident. This compromises children's safety. Children are safely escorted from the school to the club. They learn to keep themselves safe by holding hands with a friend and walking in pairs. The premises used for the club are self-contained and of a good standard. The manager completes a basic visual safety check of the different areas before the children arrive. There are areas for the children to rest and to play, and a reasonable range of resources to keep them entertained.

Some basic documentation supports children's health and welfare, such as registration forms with required details, and accident and incident books. Children bring their bottles of water over from the school and cups are also provided for drinks. This ensures children don't become thirsty while they play. They are given a sandwich with a choice of jams or spreads. Staff report that they do offer carrots and other healthy foods on some days. There are some opportunities for children to be independent, for example they go and wash their hands when prompted by staff. However staff make each child a sandwich in turn rather than allowing them to do it themselves and develop their independent skills. Children enjoy fresh air and exercise playing outside in the playground, which encourages a healthy lifestyle. They enjoy mixing with children of different ages and as a result develop good social skills.

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

**provision**

The manager is unaware of her legal responsibilities in relation to the provision of care, learning and development for children in the early years. The club has not obtained details of the new requirements and is working to the previous standards. They have failed to meet some significant legal requirements and this has led to an inadequate standard of provision. The club has been running for over 20 years and provides a valuable service for parents and children attending the primary school. However, there is no system in place to monitor the quality of the provision. Staff do not contribute to any form of self-evaluation and the views of parents and carers are not sought, for example through parent surveys. As a result the club has not identified areas for development in order to improve the quality of provision for children, including the breaches in safeguarding and welfare requirements. Basic checks are carried out to ensure the suitability of staff working with children, including Criminal Record Bureau checks and some references. However records of references and qualifications are not well organised for all staff. There is no system for ensuring the ongoing suitability of staff. Staff appraisals and supervision do not take place and staff do not meet as group. This means that opportunities for staff coaching and support, and to encourage the discussion of sensitive issues to support the welfare of children, are lacking.

All staff have completed basic on-line training in child protection that has given them some understanding of how to respond should they have any concerns, but overall they are not confident in these areas. There is no forum for knowledge to be refreshed, such as supervision or staff meetings. The manager is the lead practitioner for safeguarding children in the club, but she has not attended a child protection training course in order to help her fulfil this role. Consequently, she lacks knowledge of the procedures to follow in the event of concerns about a child. This means systems to ensure the safety and well-being of children in the setting are not robust. Some improvements have taken place since the last inspection. The club now has a second qualified member of staff and the building is now accessible for wheelchairs. However lack of forward planning has meant that arrangements for staff to update first aid training before their qualification expired were not put in place in sufficient time. As a result, children are at risk because staff do not have a current understanding of first aid procedures.

Parents and carers spoken to reported that they were happy with the club and their children enjoy it. Information about activities is shared verbally and parents are given information about terms and conditions when their children start. There is information displayed on notice boards for parents, for example details about the complaints procedure and how to contact Ofsted. The manager says she shares information about policies verbally with parents who are invited to look at the written copies if they wish. There is a good relationship with the school and the club communicates any issues of importance between teachers and parents. For example, the club keeps a list of school medication consent forms for parents to complete when dropping off their children and pass these to the child's teacher.

## 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 at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (Welfare of the children being cared for) (also applies to the voluntary part of the Childcare Register)
- ensure that at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (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>	106233
<b>Local authority</b>	Devon
<b>Inspection number</b>	813281
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Susan Lynn Roberts
<b>Date of previous inspection</b>	08/05/2009
<b>Telephone number</b>	07764 223968

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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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