

ABC Daycare & O-Zone Out of School Club

The Old School, Vicars Terrace, Allerton Bywater, Castleford, West Yorkshire, WF10 2DJ

Inspection date	03/10/2012
Previous inspection date	20/04/2009

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		4
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

- Recruitment procedures are extremely weak and staff are not adequately vetted to ensure they are safe to work with children.
- Staff do not understand their roles and responsibilities with regard to safeguarding children.
- Staff do not have adequate knowledge and understanding of how children learn and develop to ensure they make progress.
- Staff have a poor understanding of the Early Years Foundation Stage and do not plan effectively to meet children's individual needs.
- Effective systems are not in place to deal with children's individual needs with regards to behaviour management.
- Staff are not effectively monitored or supported to understand their responsibilities.

It has the following strengths

- Most children are settled and enter the setting smiling and happy.
- Partnerships with parents are sound and they are involved in events.
- The environment is warm and welcoming and staff are friendly.

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 all three rooms.
 - The inspector carried out a joint observation with the Manager.
 - The inspector engaged in discussions with a range of staff, students and an in depth interview with the manager.
- The inspector examined a range of documentation including planning, children's files, staff files, Criminal Records Bureau checks and a sample of policies and procedures.

Inspector

Laura Hoyland

Full Report

Information about the setting

ABC Daycare & O-Zone Out of School Club is owned and managed by Allerton Bywater Community Partnership. The setting opened in 2004 and operates from four rooms in the Annex located in the grounds of Allerton Bywater Trust in Allerton Bywater, near Castleford.

The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting serves the local and wider area. There are currently 105 children on roll, of which 80 children are in the early years age range. The setting provides funded early education for three- and four-year-olds. The setting is open five days a week from 7.30am until 6pm, 50 weeks of the year. All children have access to a secure outdoor play area.

The setting employs 22 members of staff, of whom 14 are qualified to Level 3 and four are qualified to Level 2.

What the setting needs to do to improve further

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

- ensure all staff update their knowledge of the Early Years Foundation Stage and consider the individual needs, interests and age and stage of development of each child to plan challenging and enjoyable learning opportunities in all areas of learning and development
- ensure all staff are trained to understand the safeguarding policy and procedures, and have up-to-date knowledge of safeguarding issues
- ensure all staff working with children are subject to a rigorous recruitment procedure, including criminal records disclosure checks and suitable references (also applies to both the compulsory and voluntary parts of the Childcare Register)
- ensure staff understand their roles and responsibilities by providing induction training and regular appraisals
- ensure all children are assigned a key person
- ensure that children's behaviour is managed in a suitable manner and that there is a named person responsible for behaviour management who has the necessary skills to advise other staff on behaviour issues (also applies to both the compulsory and voluntary parts of the Childcare Register)
- provide a two-way flow of information between the setting and other Early Years providers as well as sharing information with parents regarding the Early Years Foundation Stage.

Inspection judgements

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

Children arrive at the setting and are eager to enter their base rooms. They part from their main carers with ease and are warmly welcomed by staff. Although staff are friendly, they have an extremely limited knowledge of the Early Years Foundation Stage and are not aware of the prime and specific areas of learning. This means that staff do not plan for children's individual learning and development needs. Observations are carried out regularly for most children but they do not cover all seven areas of learning. Consequently, gaps are emerging in children's learning and development, which are not effectively monitored and closed. Baseline assessments on what children can do are not in place and this results in staff not planning effective next steps to support children to reach their full potential.

Staff do not understand how children learn and develop sufficiently. For example, they do not engage with babies when children request to look at books and do not use eye contact to promote communication and language skills. Younger children are supervised within their room and resources are scattered on the floor for them to select. However, they are not stimulating or presented in an exciting way to motivate them to learn. Older children enjoy a wider range of resources in the setting. For instance, they connect building materials to make sunglasses and use their imagination to talk about air vents they have constructed. Other children are encouraged to learn phonics and sit with staff listening to the phonetic sounds of letters, copying the sounds at group time. Some children enjoy a walk into the community to find leaves for the autumn theme. However, many children are not adequately challenged and, as a result, they wander around their base room not engaging with staff or resources. This often leads to negative behaviour which staff find difficult to deal with appropriately.

Children are not appropriately supported to make smooth transitions to school. This is because staff do not share information with schools and are not aware of their responsibilities to make effective links with other Early Years Foundation Stage providers. Children who attended other settings are not planned for at all and there is no liaison with other providers to share information on what children enjoy and are interested in to provide continuity of care and education.

Parents are happy with the setting and discuss positively how their children have settled. They are kept informed of their child's daily routine. However, staff do not provide information on the Early Years Foundation Stage. Parents receive several progress reports throughout the year, although these are very basic and do not help parents to fully understand how to support their child's learning at home. Links with outside agencies are weak and children are not adequately supported to acquire the skills and capacity to develop and learn effectively, and be ready for the next stages in their learning.

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

The setting has a key person system and key person boards are displayed in each room for parents to see. However, children who attend other settings are not allocated a key person. This means they are not planned for in any way and they fail to develop a strong attachment with a particular member of staff. Staff are not aware that all children must be assigned a key person.

Some children are adequately supported to settle into the setting and some parents are pleased with how their children have recently settled. Staff complete a transition form detailing children's routines to inform the staff in the new room. These children are observed and a comments form is completed to detail how they have settled on their visit. New children are invited into the setting to visit with their parents. However, information is not effectively gathered as to what children like, dislike and what they can and cannot do. This means staff do not plan activities and learning opportunities that are developmentally appropriate for all children. 'All about me' forms are sent home with parents; however, these are not always returned and consequently staff do not have sufficient knowledge of children to effectively support them all to settle in well.

Staff follow children's individual routines with regard to sleeping and eating. They discuss the routines with parents and follow their wishes. Parents receive a daily diary for young children and verbally communicate with staff when dropping off and collecting with regards to how their child has been during the day. Children enjoy a range of nutritious meals and snacks that are cooked on the premises of the local school. However, opportunities to discuss healthy food and develop children's knowledge and understanding of developing healthy lifestyles are not acted upon. For example, staff serve meals and do not discuss with the children what they are eating.

Children have plenty of space to move around the setting and some children access the outdoor area with staff at times throughout the day. However, staff report that younger children do not always access outdoor provision on a daily basis. This means that children do not have sufficient opportunities to extend their learning by engaging in activities and experiences in the outdoor environment and to support their physical development.

Children's behaviour is not managed consistently because staff do not have the appropriate knowledge and skills to do so. The setting does not have a behaviour management coordinator and staff have not accessed training to support children's behaviour. As a result some children hinder other children's learning, especially at group time. Although children's behaviour is discussed with parents effective strategies and support have not been implemented to ensure there is a consistent approach between home and the setting.

Staff lack knowledge and understanding of how to keep children safe from harm. For example, some staff have not attended safeguarding training and several staff members are not able to discuss the possible signs and symptoms of abuse. This lack of knowledge impacts on staff's ability to ensure children are protected.

The effectiveness of the leadership and management of the early years

provision

Children are not adequately safeguarded in the setting because the leadership and management is extremely weak. Many members of staff have not been subject to a robust recruitment procedure and have not been suitably vetted. They do not have Criminal Records Bureau checks in place to ensure they are safe to work with children. Application forms are not in place and the manager does not understand the importance of having a stringent recruitment process. Evidence that verbal references have been obtained is not kept and staff do not have a thorough induction. This means that they are not aware of their roles and responsibilities and children are not fully safeguarded as a result.

The manager and senior staff members have not accessed training courses to enable them to meet children's learning and development needs. Staff have very poor understanding of the learning and development requirements and are not aware that the revised Early Years Foundation Stage had been implemented. A lack in mentoring and support for staff means that gaps in their knowledge and understanding are not identified and appropriate training is not sourced. Staff do not have regular supervision meetings or appraisals to ensure they are continuously professionally developing. As a result, children are not effectively monitored and supported to reach their full potential.

Recommendations from previous inspections have not been addressed. This shows that improvements to the setting are not being put into place effectively and management are not sufficiently ambitious about improving the provision and practice. The management and staff are aware of the settings strengths. For example, their partnership with parents, however, they are not fully aware of the weaknesses identified during the inspection.

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:

- take action as specified for the Early Years Register (Suitability to care for, or be in regular contact with, children, How the childcare provision is organised) (also applies to the voluntary part of the Childcare Register)
- take action as specified for the compulsory part of the Childcare Register (Suitability to care for, or be in regular contact with, children, How the childcare is organised)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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

Unique reference number	EY289195
Local authority	Leeds

Inspection number	850313
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	47
Number of children on roll	105
Name of provider	Allerton Bywater Community Partnership
Date of previous inspection	20/04/2009
Telephone number	01977 519601

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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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