

Bishops Tachbrook Out Of School & Holiday Club

Bishops Tachbrook C of E School, Kingsley Road, Bishops Tachbrook, Leamington Spa, Warwickshire, CV33 9RY

Inspection date	15/10/2012
Previous inspection date	30/10/2009

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

- The staff are insecure in their knowledge of the Early years Foundation Stage. They do not understand what and how they should be covering the framework within the out of school club provision.
- Children do not always feel secure as the key person approach is not in place. As a result, there is no suitable system to help them feel safe and secure.
- Policies and procedures have yet to be brought up to date and in line with the new statutory framework.
- Staff training and induction has yet to be implemented to ensure all staff are aware of their responsibilities and roles.
- The learning environment fails to offer a range of experiences that support children's stage of development and interests. It does not enable children to independently access resources and support all areas of learning and development.

It has the following strengths

- The staff use consistent and clear boundaries for the children to develop a reasonable understanding of behaviour.

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 practice in the main hall and outside, and during snack and tea time.
- The inspector checked evidence of the qualifications of staff and looked at the induction procedures. The inspector also checked policies and procedures linked to safeguarding.
- The inspector observed a number of children throughout the inspection and the available activities and resources.
- The inspector spoke to parents and interviewed the leader of the out of school club.

Inspector

Jacqueline Hardie

Full Report

Information about the setting

Bishops Tachbrook Out of School and Holiday Club opened in 1999. It operates from the school hall and has occasional use of other classrooms and the school library within Bishops Tachbrook Church of England Primary School in Leamington Spa, Warwickshire.

There is a fully enclosed area available for outdoor play. The before and after school provision is offered to children attending the school, and holiday care is available for children in the local area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll who are within the early years age range. The setting is able to support children with special educational needs and/or disabilities. The group opens five days a week during school term times with sessions from 7.45am to 8.45am and 3.15pm to 5.45pm. In school holidays sessions are from 8am to 5.30pm. The club is closed over the Christmas holiday and for all public holidays. Children are able to attend for a variety of sessions.

The setting employs seven members of childcare staff who work directly with the children on a part-time basis. Of these, four hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- include a statement in the safeguarding policy that refers to the use of mobile phones and cameras
- ensure all staff receive induction training to help them understand their roles and responsibilities
- assign a key person to every child within the early years age range
- engage in discussions with parents and other practitioners about the support offered to children to ensure the learning that takes place within other settings is complemented
- consider the individual needs and interests of each child and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

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

- develop an effective system of self-evaluation to ensure key strengths and weaknesses are identified.

Inspection judgements

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

The out of school club staff have an inadequate knowledge of the Early Years Foundation Stage. Consequently, the activities and experiences that are planned fail to complement the learning that takes place by the children in school. Staff's lack of knowledge and understanding of the Early Years Foundation Stage impacts on how they engage with the children. They are unaware of how to effectively enthuse and motivate the children. For example, children who play on their own are not interacted with unless they ask for help.

The seven areas of learning and development are poorly represented through a basic selection of activities. These are set out by adults and offer little challenge or excitement to children. The activities that are available do not effectively support the children's development and do not take into account their individual interests or engage them. There are no adult-led sessions available to promote children's learning or complement what they have learned at school. Children are left to initiate their own play and receive insufficient support from staff, who are unaware of the progress children make at school or within the setting.

Children do have some opportunities to loosely develop their language skills through role play. The dolls, prams and a kitchen area enable some children to act out familiar roles as they pretend to be 'mummy and daddy'. Although a garage and construction toys allow some children to play independently, the lack of effective adult support means that the children are not sufficiently supported in their play. Expressive arts and design is poorly represented in the out of school club. The children have no access to paints, crayons, chalk, junk modelling, glue, sand or water. This lack of provision impacts on the other areas of learning and development, in particular opportunities for children to make marks. For example, paper or mark-making tools are not available for children's use.

Children do have the opportunity to play outside and develop their physical skills. However, opportunities for physical play indoors is more limited, which impacts on children's progress in this area and chances for them to be physically active after a busy day at school. Although there is equipment available to support their physical skills, it is not utilised to its full potential to support children's learning and development.

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

There is no key person system in place, which has a negative impact on the care of the children. While all children are cared for adequately in the setting, the lack of support through a key person approach means that the needs of individual children are not always met. The setting obtains a minimal amount of information about the children from the parents and the class teachers. As a result, staff are unaware of the emotional needs of the children, such as their likes and dislikes.

Overall, the behaviour of children is good. They are helped to understand the importance of sharing in their play, which helps them to consider the needs of others. The children develop self-care skills as they are encouraged to take on tasks, such as spreading their

own toast, and make choices about the food they eat. For example, they can choose yoghurt as a snack and at tea decide on what to spread on their toast. However, children's developing independence is hampered due to the poorly organised and resourced learning environment. Children are not given the opportunity to independently select activities and many resources are kept out of their reach in a cupboard. This prevents them from making choices and developing their independence skills. Children often play alone because few activities encourage them to work together or form relationships with their peers.

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

Staff have a reasonable understanding of safeguarding procedures and how to keep children safe. Vetting systems ensure that all adults working with children have undergone relevant checks to ensure their suitability. However, the setting has not updated their current policies and procedures in line with the revised statutory framework. As a result, they have failed to include a statement about the use of cameras and mobile phones in the setting, which is a breach of requirements.

The provider does not have a clear understanding of how they should implement, or be guided by, the learning and development requirements of the Early Years Foundation Stage. As a result, they fail to deliver a programme that complements the learning that has taken place in school. They do not monitor the progress of children and have no system in place to identify children who may need extra support. Occasionally they talk to the class teachers and exchange brief information, but this practice is inconsistent.

A self-evaluation form is in place but it is not used on a regular basis to inform practice. As a result, strengths and weaknesses are poorly defined and unclear. Staff have not accessed any training on the revised Early Years Foundation Stage or tried to update their knowledge independently. Relevant information has not been gained and the setting does not hold a copy of the current statutory framework. This has had a negative impact on the practice in the setting. Staff are unsure about some of legal requirements of the Early Years Foundation Stage and as a result a number of requirements are not met. There is no process for new staff to be inducted into the setting. Therefore, new staff are left in a vulnerable position as their roles and responsibilities have not been clearly explained.

There has been minimal attempt to engage with children's parents. A suggestions box is provided so they can suggest improvements to the setting. However, not all parents are aware that this is in place. They are not always given sufficient information during handover at the end of each session, which is not conducive for effective working relationships for the benefit of children's continuity of care. Information about activities and routines is not consistently shared.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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

Unique reference number	200517
Local authority	Warwickshire
Inspection number	817926
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	0
Number of children on roll	0
Name of provider	Bishops Tachbrook Out Of School & Holiday Club
Date of previous inspection	30/10/2009
Telephone number	01926 426 020

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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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Piccadilly Gate
Store St
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