

Battling Brook After School Care Service

Battling Brook CP School, Frederick Avenue, Hinckley, Leicestershire, LE10 0EX

Inspection date	13/11/2012
Previous inspection date	09/06/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- There is no designated deputy manager for the club, which means there is no member of staff to deputise in the manager's absence.
- Children's understanding of healthy eating is not well promoted, which does not support their understanding of good health and the effect food has on their bodies.
- Staff have a limited understanding of safeguarding issues which potentially compromises children's safety and welfare. In addition, safeguarding policies are not in line with Local Safeguarding Children Board guidance and procedures.
- An effective key person system is yet to be established and parents are not aware of the purpose of such a system. This does not ensure consistency in care for the children who attend.
- Ineffective arrangements are in place for appraising staff performance, identifying training needs and ensuring staff have opportunities for continued professional development. As a result, staff lack knowledge and understanding of how to successfully implement the Early Years Foundation Stage.

It has the following strengths

- Children freely select which resources they want to access or which of the activities provided they prefer.

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 main play room, the computer room and the outside learning environment.
- The inspector looked at records and a sample of documentation relating to children's care, health and safety.
- The inspector held meetings with one of the owners of the club.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

Inspector

Susan Rogers

Full Report

Information about the setting

Battling Brook After School Care Service is privately owned and managed and is one of two clubs run by the same provider. It was registered in 1991 and operates from the music room of Battling Brook County Primary School in Hinckley, Leicestershire. Children have access to an enclosed outdoor play area.

The setting offers care to children aged four to 11 years. There are currently 63 children on roll, six of whom are within the early years age group. The setting is open Monday to Friday from 3.15pm to 5.30pm during term time and is also open during some school holidays from 7.45am to 5.45pm. Children attend from the local and surrounding areas.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are four members of staff, including the manager, who work directly with the children. Of these, one holds a degree in early childhood studies, two hold a level 2 qualification and one is unqualified.

What the setting needs to do to improve further

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

- implement a key person system that engages and supports parents and carers in guiding their child's development at home and ensuring that each child's learning and care is tailored to meet their individual needs
- ensure that all staff have up-to-date safeguarding knowledge and understand the safeguarding policy and procedures so that they are able to identify the signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way
- improve the safeguarding policy to ensure it is in line with the guidance and procedures of the relevant Local Safeguarding Children Board
- ensure there is a named deputy who, in the judgement of the management, is able and qualified to take charge in the manager's absence
- ensure regular staff appraisals are carried out to identify training needs and ensure staff have opportunities for continued professional development
- ensure snacks that are provided and available to children are healthy, balanced and nutritious
- develop staff knowledge and understanding of the Early Years Foundation Stage.

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

- provide opportunities outdoors which support the different interests of children, including practising movement skills through games with beanbags, cones, balls and hoops
- develop effective self-evaluation processes to ensure strengths and weaknesses are identified and drive improvement through the identification of priorities.

Inspection judgements

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

A number of children in the early years age group attend this after school club and these children receive their main education in school. Staff provide a welcoming environment for children to move around freely, increase their independence and enjoy their time at the setting. Due to the number of children attending the club, they benefit from regular opportunities to socialise and play with older children. Teaching staff bring the younger children to the club after school has ended. However, there is no key person system in place for each child. As a result, there is no comprehensive system developed to ensure children's care and learning is tailored to meet their individual needs. Staff make some observations of what children can do and make some plans that incorporate their interests and enjoyment. However, as these are not frequent enough to build on children's progress or fully complement what they have learned in school.

Generally activities for children in the club are suitable. Children initiate their own play while socialising with friends and their play is extended as staff interact with them and ask them questions. While a variety of activities and resources are available to the children, these are not always sufficient to meet their needs. For example, although children go outdoors to play there are very few opportunities for them to use play equipment, such as bats and balls, to enhance their physical skills and enjoyment. This results in children of a wide age range depending on their imaginations and improvised games, such as hide and seek, to maintain their interest.

Adults spend time with younger children, sharing card games and discussing their day at school. Children chat with each other and include them in their imagined play opportunities, which promotes their confidence. Children enter the club happily and confidently. Many of them aim for the tuck shop where they buy sweets, find an activity they enjoy and chat with their friends. Toys are set out which are familiar to children and that staff know they will enjoy. Children use the computer suite on the school premises during designated times in the session. They play interactive computer games with one another and access safe sites on the internet, promoting their skills for the future. Young children relax lying down as they explore creative resources.

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

Although an effective key person system is not in place, children engage with staff and approach them to ask questions and buy items from the tuck shop. This helps them to understand how to use money as they pay for their sweets. However, children's understanding of healthy eating is not promoted as many buy sugary sweets and biscuits from the shop to eat during the session. With the exception of plain biscuits, no further snacks are provided during the session, although children are able to bring their own with them. Drinks of squash and water are provided. During school holidays, children consume their own packed meals brought with them from home. Children have opportunities to use

the outdoors during each session, which promotes some understanding of a healthy lifestyle. However, resources are limited, which inhibits the development of their physical skills and control.

Children establish friendships with children of all ages. They listen to staff, behave appropriately and follow simple requests, such as entering the computer room in single file and cooperating as they walk to the playground, maintaining their safety. Staff exchange information with parents as they collect their child and there are exchanges of information as teaching staff bring younger children to the club. However, due to the lack of a designated key person and some staff lacking knowledge regarding the requirements of the Early Years Foundation Stage, the information exchanged does not fully focus on children's individual needs. This does not ensure a consistent or complementary approach is developed to support children's care and learning.

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

The manager of the club has a limited knowledge and understanding of safeguarding issues. Although the club relies on the support of teaching staff for advice regarding safeguarding during the school term, teachers are not available when the club runs during the school holidays. There is a safeguarding policy in place and staff have attended safeguarding training. However, the contact number for the Local Authority Designated Officer included in the policy is not correct, which means that staff would not be able to promptly seek support if they had concerns regarding a child's care. As a result, safeguarding requirements are not met and children's safety and well-being are compromised in the event of there being a concern.

Staff speak to parents and seek their opinions regarding the club. There is, however, no system in place that collates this information in order to drive forward improvements for the provision and staff practice. Self-evaluation is ineffective and does not ensure the requirements of the Early Years Foundation Stage are met. Staff seek out the support of school staff if additional support is required for any of the children who attend. Staff are aware of the appropriate agencies and where support can be accessed from. There is some support for children's transitions as those who attend during term time also attend the same school so are familiar with their surroundings.

Currently there is no deputy manager in place who can take charge when the manager is not available. This results in a temporary manager stepping in to lead the club who is not fully aware of procedures and the whereabouts of important documentation needed to assure the smooth running of the setting. Although some staff understand some of the requirements of the Early Years Foundation Stage, they are not always present at every session. Some staff have a limited understanding of the welfare, learning and development requirements, and this results in a provision that is not matched to the needs of all of the children who attend.

There are effective recruitment and vetting procedures for staff, who also receive an induction into the club. Although they are encouraged to familiarise themselves with

policies and procedures, their knowledge is hindered by inaccurate details contained within these, for example, within the safeguarding policy. Leaders and managers are yet to ensure staff development is fully promoted. There is no effective system in place for the performance management of staff or to ensure they have opportunities for continuous professional development. This results in some staff not being fully aware of the welfare and educational requirements of the Early Years Foundation Stage, which compromises children's care, learning and development.

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
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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.
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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.
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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.
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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.
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Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
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Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.
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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	226362
Local authority	Leicestershire
Inspection number	818325
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	63
Name of provider	Janis Stoker
Date of previous inspection	09/06/2011
Telephone number	01455 230799

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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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