

# Superstars Activity Club Quorn

St. Bartholomews Primary School, Willowcroft, Quorn, LOUGHBOROUGH, Leicestershire, LE12 8HQ

## Inspection date

Previous inspection date

23/01/2013

Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Leadership and management is not effective in ensuring that managers have the required qualifications to fulfil their role or to fully support staff in order for them to meet all the needs of individual children.
- Children are not robustly safeguarded because the necessary documentation confirming staff's suitability is not available.
- Staff do not securely understand their roles and responsibilities in order to fully safeguard children because arrangements for their induction and ongoing supervision are not in place.
- Children's welfare is compromised because staff's knowledge of the safeguarding policies and procedures are not sufficiently secure and there is no identified lead practitioner who has attended a child protection course.
- Systems for keeping parents fully informed of policies and procedures are not sufficiently robust, and consequently, they are not kept fully up-to-date with changes within in the setting.

### It has the following strengths

- Children build secure attachments with staff. This helps to ensure that they are settled and confident in the setting. Their learning and development is satisfactorily supported.
- Children enjoy their time at the out of school club because they have good access to a broad range of activities that are reflective of their individual interests and abilities.

## 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 held meetings with and spoke with the manager and member of staff during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at evidence of suitability and qualifications of practitioners working with children
- The inspector looked at children's assessment records and planning documentation, children's learning journeys and a selection of policies and children's records.

## Inspector

Claire Jenner

## Full Report

### Information about the setting

Superstars Activity Club Quorn was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from St Bartholomews Primary School, Quorn in Leicestershire. The club is privately owned and serves the local area. The club is accessible to all children and there is an enclosed area

available for outdoor play.

The out of school club employs three members of childcare staff. All hold appropriate early years qualifications at level 2 and 3. There are four children in the early years age range on roll, older children also attend. The club opens Monday to Friday, all year round. Sessions are from 7.30am until 8.50am and 3pm until 6pm. Children attend for a variety of sessions.

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

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

- ensure that managers hold a full and relevant qualification and have the knowledge and experience to fulfil their role
- provide evidence that a member of staff who has a current paediatric first aid certificate is on the premises at all times when children are present
- provide evidence that people looking after children are suitable to fulfil the requirements of their role and that the necessary vetting processes have been completed
- ensure that all staff receive induction training to help them understand their roles and responsibilities and with specific regard to child protection procedures
- ensure that a practitioner is designated to take lead responsibility for safeguarding children and that they attend a child protection course.

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

- enhance current systems for sharing information with parents and ensure that they are consistently kept up-to-date with changes with policies and procedures within the setting.

### **Inspection judgements**

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

The temporary manager and staff have a sound understanding of the learning and development requirements. As a result, children are provided with a suitable range of interesting activities that have sufficient depth and breadth across the areas of learning. Planning is effective in matching play and learning opportunities to individual children's

needs and staff clearly know the children well. The key person system supports appropriate relationships between staff and children. It is effective in ensuring that appropriate observation and assessments are completed in order to identify their next steps. In addition, parents are encouraged to share what they know about their child and partnerships with other providers are well established, such as the local school. This means that staff are aware of children's individual needs, and therefore, are able to offer appropriate support in conjunction with the school to progress their learning.

Children are happy to approach staff and are confident and self-assured in the environment. They have choices of what they wish to play with from the selection of resources and equipment available to them and form their own groups, at the different activities. For example, a large group of older children sit around a table and make beaded pictures, whilst younger children enjoy playing with the dolls on another. Older children talk between themselves as they play and are joined by younger children who enjoy joining in with the conversations of their older peers.

Children have regular opportunities to enjoy physical play in the school grounds and a selection of art and craft materials are readily accessible or available on request. Children enjoy creating their own pictures, which they can take home and share with their families. Children needing to complete homework are provided with a quiet place to work and are well supported by members of staff.

Staff have systems in place in order to help them keep parents up-to-date with their child's progress and development. This tends to be in a vocal capacity and links into what happens in school where the children attend full time. Parents are encouraged and supported to share what they know about their child, particularly when their child first attends.

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

Children are cared for in a calm and caring atmosphere which creates a positive learning environment for all. The staff pay close regard to the safety of children and ensure that activities, resources and equipment are appropriate to their individual needs. Risk assessments have been completed. However, currently unclear management structures means that these are not consistently maintained or reviewed in order to ensure ongoing safety. Staff liaise with class teachers and others to support children appropriately to ensure children move easily between settings.

Children are familiar with the environment and the effective implementation of the key person system ensures that children form secure emotional attachments. All children show a strong sense of belonging within the provision and settle well and enjoy their time at the club. Children behave well. They play cooperatively with their peers and are encouraged to share, take turns and be kind to one another. They show growing responsibility within the provision and understand what is expected of them. For example, groups of children wishing to use the computers and gaming equipment follow the club rules and place their name on the list, waiting patiently for their turn. In addition, they actively help members

of staff sweep up small beads that have fallen to the floor creating a slippery surface learning to keep themselves and others safe.

Children's understanding of healthy practice is well supported. They have frequent opportunities to enjoy outdoor play and are provided with a balance of meals and snacks. They show a clear knowledge of how to keep themselves healthy as they wash hands before eating and recognise that some food choices are healthier than others. In addition, children are often actively involved in the preparation of their snack. For example, in groups they enjoy making their own pizzas and choose which toppings they would like from the selection available.

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

The leadership and management are inadequate to safeguard children. Recent changes in management have not been effectively addressed, which results in gaps within the provision. A temporary manager and qualified member of staff are managing the setting until new manager in post. Systems for the safe recruitment and vetting of staff are unclear and key pieces of information confirming their suitability is not available. Induction training or supervision of staff is not consistently implemented. This means that leaders and staff do not fully understand their current roles and responsibilities with regard to some of the settings policies and procedures. This compromises the safety of all children on the Early Years Register and Childcare Register. There is no evidence to show a member of staff who has a current paediatric first aid certificate, is on the premises at all times in case of an emergency.

The setting has appropriate safeguarding procedures in place and provides a clear safeguarding policy, which is shared with parents and staff. This includes an explanation of the action to be taken in the event of an allegation made against a member of staff, and cover the use of mobile phones and cameras in the setting. Children are helped to stay safe as the staff have taken positive steps to minimise possible risks. For example, staff were able to show and talk about procedures taken to ensure the safety of children, including checking the environment, ensuring appropriate equipment both indoors and outdoors.

Staff are familiar with and refer to and use Development Matters documents and the requirements of the Early Years Foundation Stage. This is in conjunction with providing wrap around care, in order to ascertain what children can do and need to do next. Planning is effective and supports individual children in their learning and development and provides appropriate challenge for all children. Children make satisfactory progress towards the early learning goals because staff assess their progress and use observations to inform future planning and identify next steps in learning for each child. In addition, they work with other settings and parents to ensure that individual needs are met and is reflective of the provision that they provide. The amount and detail of observations reflect the amount of time that children attend the setting. Written information is well supported by staff's individual knowledge and understanding of the children that attend.

Parents talk positively about the welcoming staff group and the flexible service that they receive. Arrangements for sharing information with parents are in place and records note the relevant details regarding individual children's needs. They are provided with a range of written information and signposts where to find more if they wish to find out more specific information. In addition, daily verbal feedback ensures that they are kept informed of what their child has been doing each session. However, arrangements for the ongoing exchange of information and particularly with regard to policy and procedures, is less consistent. This results in some parents being unaware of significant changes within the setting, which means that they do not receive a fully transparent service.

Staff demonstrate a commitment to providing good quality care and learning for children. However, issues within the management structure mean that self-evaluation is not effective in helping to identify strengths and areas for development. This means that a clear plan has not been implemented in order to drive continued improvement.

### 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 manager of the setting has the necessary qualification, skills and knowledge to fulfil their role (Qualifications and Training)
- provide evidence that at least one person who is caring for children has an appropriate first aid qualification (Welfare of the children being cared for)
- provide evidence that any persons caring for children is suitable to do so (Suitability of persons to care for, or be in regular contact, with children)
- ensure that the manager of the setting has the necessary qualification, skills and knowledge to fulfil their role (Qualifications and Training)
- provide evidence that at least one person who is caring for children has an appropriate first aid qualification (Welfare of the children being cared for)
- provide evidence that any persons caring for children is suitable to do so (Suitability of persons to care for, or be in regular contact, with children).

## 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>	EY449039
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	809873

<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Superstars Activity Club Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07854 451904

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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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