

Red Roof Kids Club

Clegwell Community Association, Mountbatten Avenue, HEBBURN, Tyne and Wear, NE31 2QP

Inspection date

Previous inspection date

09/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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 premises are not sufficiently fit for purpose and some risks are not adequately minimised to ensure that children's safety is successfully safeguarded.
- The environment is not adequately organised to promote independence and provide space for children to take care of their own needs. Additionally, routines are not sufficiently organised to promote independence and provide time to be outdoors, all of which impact on children's personal and physical development.
- Self-evaluation is weak, therefore, improvements in the setting that will benefit the care and experiences, which are offered to the children are not successfully identified.
- The key person system is not sufficient to ensure that practitioners know children well enough to enable them to provide a range of challenging experiences, which are based on each child's interests.
- Partnerships with other providers have not been sufficiently established to ensure that a continuous learning journey is provided for the children, who attend.

It has the following strengths

- Secure recruitment procedures and ongoing checks ensures that children are cared for by adults, who are safe and suitable.
- Children have positive relationships with the practitioners, who care for them, which results in them feeling a sense of belonging in the club.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 playroom.
- The inspector spoke to practitioners and children at appropriate times during the inspection.
The inspector looked at a selection of planning documentation, evidence of suitability of practitioners working with the children, a sample of children's records and a selection of the club's policies.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Julie Larner

Full Report

Information about the setting

Red Roof Kids Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a management committee. The out of school serves the local area and is accessible to all children attending Hebburn Lake Primary School, St James's School, Toner Avenue Junior and Infant School, St Oswalds and St Aloysius Infant and Junior School. It operates from a building in the grounds of Clegwell Community Association in the Hebburn area of South Tyneside. There is an enclosed area available for outdoor play.

The out of school club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and two at level 3. The out of school club opens Monday to Friday during the term time only. Sessions are from 3.15pm to 6pm, however, if there is sufficient uptake, then they will open during the school holidays from 8am to 6pm. There are currently 25 children attending, two are in the early years age group.

What the setting needs to do to improve further

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

- make good use of the information gathered through observations to ensure children make best progress in their learning
- ensure an effective key person system is in place, so that every child's care is tailored to meet every child's needs and that challenging and interesting opportunities are provided
- provide access to the outdoor area and ensure activities are planned and taken on a daily basis, so that children have regular opportunities to be outdoors and extend their physical skills
- ensure risk assessments identify aspects of the environment that need to be checked on a regular basis and how the risk will be removed or minimised
- ensure that the premises are fit for purpose, so that spaces are safe for children to use and provide a suitable area for children, who wish to relax or play quietly
- ensure that sufficient self-evaluation improves the provision, supports children's achievements and involves the views of parents and children
- develop partnerships with other Early Years Foundation Stage providers and strengthen relationships with parents to ensure children's learning and development is complemented and there is continuity of learning for children.

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

- improve the arrangement of indoor spaces, so that they can be used flexibly to encourage children's independence and they can make choices about their play.

Inspection judgements

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

Planning for children's play is basic and does not result in sufficient challenge to ensure that they have opportunities to continue to extend their skills. Observations are carried out by practitioners to see what children can do. However, practitioners do not show a sufficient understanding of how to use the information, which they have gained to provide a challenging learning experience. As a result, children do not develop their skills through

planned and purposeful activities, which meet their individual interests and provide excitement. Practitioners form appropriate relationships with parents and they communicate with them on a daily basis.

Children enjoy playing bingo. They confidently identify and colour in the numbers when they are called out. When playing table football, they know how many more points they need to win. However, this is in spite of good support to encourage development by practitioners. Practitioners deploy themselves sufficiently to ensure that they can provide support for younger children to participate in planned activities. Practitioners show a very basic knowledge of how to extend children's development, which results in children not being sufficiently challenged to help them to make progress.

Information sharing with other early years providers is weak. Although, practitioners obtain information from parents about each child's welfare needs, there are no discussions about children's learning, so that practitioners can plan to extend this further in the club. This affects the children's opportunities to further develop their skills and continue their learning in the club.

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

Although, a key person system is in place, it is used for practicalities, for example, to collect children from individual schools. It is not used as a useful tool to meet children's individual needs, find out what their interests are and develop experiences that will enthuse and motivate them. Children have positive relationships with the practitioners, who care for them. They approach them confidently to access games and toys from the higher shelves in the cupboard and enjoy engaging in conversations.

Children come into the club and make some choices from a fair range of activities and equipment that they can access. However, some equipment is stored out of reach and barriers to overcome this issue have not been successfully considered. This impacts on children's ability to make decisions about what they want to do and selecting toys and equipment. In addition, the environment is not sufficiently well organised to meet the children's needs at the times of the day they attend the club. For example, a comfortable area where children can relax and talk to their friends is lacking. The manager is aware that some items currently stored in the main play area may be a risk to children, such as stacked upturned chairs and large pieces of a wooden stage. However, this has not been considered in the risk assessment and impacts on the children's safety. In addition, the club has not sufficiently employed methods to ensure that insects do not easily gain access to the premises, which impacts on the areas children use, not being entirely fit for purpose. Although, an outdoor play area is available for the children, this is not used on a regular basis or at their request. This means that they do not have daily opportunities to be outdoors and participate in robust play to extend their physical skills and enjoy exercise.

Children are beginning to gain an understanding of how to keep themselves safe in the club with gentle reminders from practitioners and encouragement to think about what they should do to prevent accidents. Children's dietary needs are adequately met to

ensure that they are sufficiently safeguarded. Consistent routines and practitioners' sufficient understanding of relevant policies and procedures ensure that children's health is adequately protected. Practitioners have an adequate understanding of how to deal with behaviour in most situations, although, there is less emphasis on encouraging good behaviour. On some occasions, a lack of sufficiently interesting activities for all of the children, who attend results in older children being disruptive and practitioners do not always deal with these situations effectively. This impacts on the care of the younger children.

Practitioners gain sufficient information from parents about their child's needs when they begin to attend to ensure that these can be adequately met. Partnerships with parents are positive. Practitioners have friendly relationships with parents and they are adequately informed about how their child has been during the session. This results in them being kept up to date about their child's welfare.

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

Self-evaluation is weak. Although, the manager is aware of many issues that affect the standard of service provided in the club, there is less focus on how barriers can be overcome to improve the experience for the children, who attend and also systems to identify what the setting does well are lacking. This severely impacts the quality of both the care and learning opportunities for the children, who attend. Practitioners' knowledge and understanding of how to meet the statutory requirements of the Early Years Foundation Stage is limited in some areas. As a result, several requirements, including those in the Childcare Register are not met.

Secure recruitment procedures ensure that adults are safe and suitable to care for the children. This contributes towards ensuring that children are adequately safeguarded in the club. However, risk assessments are not used effectively to identify any hazards, which affect children's health and safety. Induction procedures are sufficient to ensure that practitioners know about their roles and responsibilities, for example, about what they should do if they have a concern about a child's welfare. This contributes towards ensuring that children's welfare is safeguarded. All practitioners hold a relevant qualification and attend courses to update their knowledge in specific areas, for example, first aid, which in turn benefits the care of the children. However, their overall knowledge of the Early Years Foundation Stage is limited in some areas, which impacts on their ability to provide continuity for children's learning. The club has written policies and procedures, which practitioners show a sufficient understanding of and these are shared with parents.

Practitioners show a sufficient understanding of how they would work with other professionals and parents to ensure that the needs of any children requiring extra support are met. Parents are provided with clear written information about how the club operates when their child first begins to attend, which ensures that they are adequately informed and know what to do if they have a complaint.

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 all necessary measures are taken to minimise any identified risks (Suitability and Safety of Premises and Equipment)
- ensure that the premises used for the purposes of the childcare are safe and suitable for that childcare (Suitability and Safety of Premises and Equipment)
- ensure that children's behaviour is managed in a suitable manner (How the childcare provision is organised).
- take action as specified in the compulsory section of the report (Suitability and Safety of Premises and Equipment, How the childcare provision is organised).

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 action. 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	EY452866
Local authority	South Tyneside
Inspection number	891713
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	48
Number of children on roll	25
Name of provider	Red Roofs Kids Club Committee
Date of previous inspection	not applicable
Telephone number	0191 4897575

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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, which are usually the childminder's 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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