

# 4-14 Out of School Club

Stone Youth & Community Centre, Station Road, Stone, Staffordshire, ST15 8ER

<b>Inspection date</b>	23/01/2013
Previous inspection date	16/09/2011

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

- Staff have insufficient knowledge of the revised Early Years Foundation Stage requirements, so children's needs are not met.
- Partnerships with parents and in the wider context are ineffective. This means that children do not benefit from complementary activities and services, or get the help and support they need, in order to progress to their next stage of learning.
- Records relating to children's safe care, are incomplete and are not readily accessible when needed. This compromises children's safety and well-being.
- There are limited opportunities for children to explore and use a wide range of creative media and materials. There are few resources available to develop children's understanding of diversity and difference in the wider world, or to use their home language in their play and learning.
- Children are not always given the opportunity to plan and organise their own activities. Staff do not always take into account children's own interests, ideas and experiences to guide and inform their planning. This inhibits children's sense of fun and belonging.
- Self-evaluation is weak. Prompt improvements to benefit children are not implemented.

### It has the following strengths

- Children have sufficient space to move around freely and to rest and relax.
- Children behave well because they understand the expectations of the club rules.

## 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 two play rooms.
- The inspector held discussions and conducted a joint observation with the provider of the setting, and spoke to children and an additional member of staff.
- The inspector looked at the available children's records and other relevant documentation.
- The inspector checked available information relating to suitability and qualifications of staff working with children, as well as the provider's self-evaluation method and the provider's approach to improvement.
- The inspector took account of the views of parents and carers spoken to at the time of the inspection.

## Inspector

Jayne Rooke

## **Full Report**

### **Information about the setting**

The 4-14 Out of School Club was registered in 2002. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Youth and Community Centre in Stone, Staffordshire and is privately owned and managed. The club serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The Out of School Club employs four members of child care staff. Of these, two hold appropriate early years qualifications. The club opens, Monday to Friday, during term time. Sessions are from 7.30am until 9am and 3.20pm until 5.45pm. Children attend for a variety of sessions. There are currently 36 children attending, two of whom are within the early years age group. The club supports children who speak English as an additional language.

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

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

- obtain information about any person who has parental responsibility for a child
- maintain records relating to children's individual needs, to ensure the safe and efficient management of the setting so that the needs of all children are met; ensure that these records are easily accessible and available
- improve partnership working with parents, outside professionals and the other settings children attend to ensure: children benefit from continuity of care and learning, get the help and support they need and that there is a shared understanding between all those involved with individual children
- undertake further, formal professional development training in order to strengthen knowledge and understanding of the Early Years Foundation Stage requirements
- ensure high quality learning experiences for all children by identifying and addressing the training and development needs of all staff.
- record information about staff vetting, including details of the Criminal Records Bureau disclosure, reference number, the date the disclosure was obtained and who obtained it
- provide more opportunities for children to speak and to listen, ensuring that the needs of children learning English as an additional language are met, so that they can participate fully and provide a wider range of resources and activities that are linked to all children's interests and are freely available

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

- implement rigorous and effective systems for self-evaluation to inform priorities and set challenging targets for improvement
- complement the educational programme for expressive arts and design by providing opportunities for children to explore a wider range of media and materials
- improve opportunities for children to gain a greater understanding of the world, through the use of a wider range of resources that reflect diversity and difference
- involve children more in discussions and routines that help them to describe what

they want and to make choices, based on their individual preferences and opinions.

## Inspection judgements

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

Staff have insufficient knowledge of the revised Early Years Foundation Stage requirements. This results in weak practice that does not fully engage or enhance children's interests; and does not match their individual needs. For example, while there are a few activities set out each day which children like to do, these are not exciting or interesting enough to sustain all children's interest or enthusiasm, for long periods of time. Older children who are outside the early years age range say that they would like more art and craft activities, as this is their favourite hobby and would be interested in playing games like chess. However, resources to support their own ideas are often not available or readily accessible to them, limiting their ability to make decisions about their self-chosen play. In addition, resources to enhance children's understanding of diversity and difference are not visibly accessible within the setting. This limits opportunities for children to talk about new and familiar experiences and to explore the diverse world.

Younger children are not sufficiently supported in their learning. Staff obtain basic information about 'Things I like To Do' when children first start at the setting. However, the information is not always completed in a timely manner and does not always give staff a clear indication of each child's specific needs and interests. As a result, these children often lack motivation and are not encouraged to express their creativity and thinking. Staff lack the knowledge and resources to support children who speak very little English, which significantly inhibits their communication and language development. They are unsure of how best to promote their home language within the setting, which limits their active involvement in their play and learning. While staff have attempted to speak to parents to find out what their child likes to do, they have been unsuccessful in engaging them fully in supporting their child's learning at home. They have not yet involved specialist support agencies to assist with this aspect of the provision, which limits the potential for families to become more engaged in their child's learning. Staff have had little success in developing effective partnerships with the schools that children attend, limiting opportunities to provide activities that complement the educational programmes. This compromises children's development and progress and does not prepare them well enough for their next stage of learning.

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

Information relating to parental responsibility details for a child, is not always clearly recorded or accessible, compromising children's safe care. Children are adequately cared for on a daily basis, however, staff do not always obtain sufficient information about each child's home background, culture or dietary needs and preferences. As a result, children's well-being is sometimes compromised. For example, children mostly enjoy the food that is provided, but sometimes get bored with the choice of jam, ham or cheese sandwiches.

They are offered a variety of sweet and savoury snacks on a regular basis and sometimes have more healthy choices such as fruit, during the week. Staff do not always consider adding variety to the menu, to take into account children's individual religious or dietary preferences, limiting their enjoyment and inclusion opportunities. Staff have not yet been successful in securing partnerships with parents, outside professionals and the other settings children attend. Consequently, there is a lack of shared understanding between all those involved with individual children, which means that they do not always benefit from continuity or get the help and support they need.

The community room is bright, clean and accessible, providing children with sufficient space to move around freely and to rest and relax. However, staff do not always maximise opportunities for children to plan and organise their own activities, or to display their own art work. This limits children's sense of fun and excitement; and does not foster a sense of belonging.

Children are escorted to and from the setting each day. They know that they have to wear high-visibility clothing so that they can be easily seen outdoors, when it is getting dark. Staff have established effective emergency procedures to minimise the risk of children getting lost or going missing, between the school and the setting. Children follow good hygiene routines, washing their hands thoroughly, before they eat. Adults follow routine hygiene procedures to ensure that food storage and preparation areas are kept clean and meet health agency guidelines.

Children are polite and well-behaved, showing care and consideration towards their friends and others. They understand the rules and boundaries for taking turns on the computer games and are happy to join in with team games, such as football. They are offered some outdoor play opportunities but mostly during the summer months, giving some opportunities for fresh air and exercise. Adults supervise children's play, creating a relaxed environment, in which children feel comfortable.

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

Staff lack the necessary knowledge of the revised Early Years Foundation Stage framework. This means that young children and those who speak languages other than English, do not always receive the support they need to help them develop and progress. While adults attend basic training, such as first aid and food hygiene, little is done to extend their professional knowledge and skills beyond this. Consequently, they do not always plan and organise activities that complement children's own interests and ideas, or their experiences at the schools they attend. This significantly inhibits children's development and progress. However, older children say that they feel comfortable and well cared for and like to play games with their friends, especially football and computer games.

Most of the safeguarding and welfare requirements are met, although, some essential information and records relating to children's safe care, are incomplete and are not readily accessible when needed. For example, at the time of the inspection, a complete record of

staff vetting checks to demonstrate that all staff have been suitably checked, including the Criminal Records Bureau disclosure details, was not available. This is a breach of the safeguarding and welfare requirements that puts children at risk. Staff have not obtained clear information from some parents about who holds parental responsibility for a child. Further information about a child and records relating to their individual needs, are not clearly recorded or available. This compromises children's safety and well-being. However, staff do keep emergency contact information to hand in a diary, so that they can get in touch with a child's parents if necessary.

The provider attempts to use self-evaluation as a method to review practice and recognises that there are significant areas requiring improvement. However, she has not successfully engaged the involvement of other adults working in the setting, the children or their parents, in the self-evaluation process. This limits opportunities for them to express their views and ideas and therefore, practice does not improve quickly enough. Recommendations raised at the previous inspection have not been fully addressed, leading to continued weaknesses in the provision. For example, the range of experiences on offer to children both indoors and outside, lack excitement and variation for children of different age groups and abilities. Staff are unable to clearly identify key priorities and affect prompt changes, to further support quality and extend practice. Furthermore, staff have not yet established effective partnerships with all parents, other settings or professionals, involved in supporting children's care and education. Consequently, children's individual needs are not quickly identified or addressed.

However, through discussion and in the written safeguarding policy, adults demonstrate a secure understanding of how to recognise and respond to the signs and symptoms of abuse. This shows that they are able to protect children from incidents of harm and neglect. The record of risk assessment identifies all aspects of the environment that have been checked on a regular basis. This ensures that children can move around safely, within the setting and outside.

### 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:

- implement robust procedures to ensure that any person caring for, or in regular contact with, children are suitable to work with children. This must include obtaining information about an enhanced Criminal Records Bureau check. (Compulsory part of the Childcare Register)
- ensure that the childcare is inclusive by taking all reasonable steps to ensure that the needs of each child, relating to their childcare, are met. (Compulsory part of

the Childcare Register).

- implement robust procedures to ensure that any person caring for, or in regular contact with, children are suitable to work with children. This must include obtaining information about an enhanced Criminal Records Bureau check. (Voluntary part of the Childcare Register).
- ensure that the childcare is inclusive by taking all reasonable steps to ensure that the needs of each child, relating to their childcare, are met. (Voluntary part of the Childcare Register).



## 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

<b>Unique reference number</b>	EY244643
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	819678
<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>	36
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Nancy Fallows
<b>Date of previous inspection</b>	16/09/2011
<b>Telephone number</b>	07595539028

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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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