

# Big Katt Club at Newcomen Primary School

Newcomen Primary School, Trent Road, REDCAR, Cleveland, TS10 1NL

<b>Inspection date</b>	11/06/2013
Previous inspection date	16/06/2011

<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		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

- Arrangements are not in place to ensure there is always at least one person who has a current first aid certificate on the premises at all times when children are present.
- Staff are not suitably deployed at the beginning of sessions to ensure children's needs are met and they are fully safeguarded.
- Effective systems are not in place to identify staff training needs and to monitor staff performance in the delivery of the educational programme to promote children's personal, social and emotional development.
- Self-evaluation does not identify the strengths and weaknesses of the provision or take into account the views of children and their parents.
- Effective steps are not taken to give parents and early years teachers opportunities to contribute information about what children are learning at home, nursery and school.

### It has the following strengths

- Steps are taken to ensure equipment and toys are safe, areas are clean and doors are kept locked. This means that children are cared for in a secure, clean environment.
- Staff support children to develop a suitable understanding of the importance of physical exercise and a nutritious diet.

## 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 care in the playroom and the outside area.
- The inspector held meetings with the leadership team and spoke to staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and other documentation.
- The inspector took account of the views of parents expressed through conversations during the inspection.

## Inspector

Lindsey Pollock

## **Full Report**

### **Information about the setting**

Big Katt Club at Newcomen Primary School was registered in 2003 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is one of several childcare provisions owned and managed by the Tiny Turners Nurseries group. It operates from its own building next to Newcomen Primary School in Redcar, Cleveland. An outdoor area is available.

The club is open Monday to Friday from 7.30am to 9am and from 3pm to 6pm during term time. During the school holidays the setting is open Monday to Friday from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 30 children on roll, of whom, seven are in the early years age group. The club employs two staff. Both have appropriate early years qualifications at level 3. There is also a bank of supply staff to provide cover if needed who are employed by the Tiny Turners Nurseries group. The setting receives support from the local authority.

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

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

- ensure there is at least one person who has a current paediatric first aid certificate on the premises at all times when children are present and when taking children on outings to fully safeguard their health and well-being in case of an accident
- review the arrangements for the deployment of staff at the beginning of sessions to ensure children's needs are met and they are fully safeguarded
- improve the systems for identifying staff training needs and for monitoring the way in which staff manage children's behaviour to ensure they are promoting children's personal, social and emotional development
- encourage parents and early years teachers to contribute information about what children do at home, nursery and school and use this shared knowledge to plan together and think through ideas of how to move the child forward in their learning.

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

- implement a more robust self-evaluation process including providing further opportunities for parents and children to contribute to the self-evaluation of the setting. Use their views effectively to help raise the quality of practice and the level of children's achievements over time.

**Inspection judgements**

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

Staff provide a varied range of activities for children and recognise that the children arrive at the club following a busy day in school and that this is a time for them to relax. They consider the seven areas of learning when planning activities. However, overall the quality of teaching is inadequate. Children are not effectively supported in their personal, social and emotional development. Staff do not always teach children how to manage their behaviour. Consequently, on occasions children do not behave well. Activities take into account children's interests, but staff do not balance these experiences with what children receive in other settings and at home to further children's learning fully. Friendly relationships are in place between parents and staff. Parents say that they are generally happy with the provision. Staff engage with parents on a daily basis sharing information about children's care.

Staff allow children time to make their own choices and to be independent. For example,

they let children choose what they want to play and enable them to select their own ingredients for snacks. They provide opportunities for children to play outdoors and use a range of equipment to help promote their physical development. They take children on outings during school holidays which parents say their children enjoy. This gives children additional learning opportunities and raises their understanding of the world. Children have suitable opportunities to develop skills for future learning. For example, they access reading books and writing materials, and they use everyday technology successfully. Staff converse with the children and most children respond positively. This helps to develop their communication and language skills. Resources are readily available for children to use to write and draw, and labels are clearly displayed around the room to encourage children's reading skills.

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

Staff do not always manage children's behaviour consistently and appropriately. Some children demonstrate negative behaviour. They use inappropriate language, do not engage in play and disrupt other children. This occurs particularly at the start of the sessions when staff are on duty alone and are otherwise engaged in other activities, such as preparing snacks and are not giving children appropriate attention. When incidents occur at this time, staff ignore the behaviour rather than reinforcing the behaviour rules and expectations with the children, and as a result the negative behaviour often continues.

All childcare areas are clean to help reduce the risk of cross-infection. Suitable provision is made for children to exercise and enjoy the fresh air. Children have daily access to the outdoor area so they can benefit from the fresh air. Staff ensure children wash their hands when appropriate. This helps to promote children's health and reinforces their understanding of the importance of following good hygiene practices. Snacks are suitably healthy and children are given sufficient drinks to ensure they are hydrated. However, children's health and well-being is compromised because children are regularly cared for by staff who have not completed first-aid training to update their knowledge in case of an accident.

Children are at ease with staff and their parents say they are happy to come to the club. A key person is in place to support each early years child. Information is gathered from parents when children first start to help ease the transition between home and setting. This helps children to settle quickly and feel confident while at the club.

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

The leadership and management of the provision is inadequate. There are breaches of the safeguarding and welfare requirements that affect the safety and well-being of children. The requirements for learning and development are also not fully met. Arrangements are not in place to ensure there is at least one person on the premises and on outings who

has a current paediatric first-aid certificate. This is also a requirement of the provider's registration on the Childcare Register. First-aid certificates for the two members of staff who usually care for children expired a considerable period of time ago. This hinders their ability to fully safeguard children's health and well-being if an accident was to occur. Staff are not deployed appropriately at the beginning of sessions. One member of staff is frequently on duty alone until others return from school collections. This affects how well children's needs are met and does not ensure they are fully safeguarded. It is also a requirement of the provider's registration on the Childcare Register that there are at least two suitable persons on the premises at all times. Staff recognise signs of abuse and know that they must report any concerns to the designated safeguarding officer within the setting. A written safeguarding policy is in place and is updated regularly to keep staff and parents informed of procedures. Staff carry out daily checks of the premises so that any hazards are minimised and children can play safely. Recruitment and vetting procedures ensure that all relevant checks are undertaken on staff to confirm their suitability to work with children.

Systems for self-evaluation lack rigour. The management team have not identified areas where they fail to meet statutory requirements for the safeguarding and welfare and learning and development of children. They have not identified clear future targets for the setting. Parents, staff and children views are not routinely asked for their views so that these can help to shape the provision. As a result, evaluation of the setting is not based on robust monitoring or an accurate analysis of the setting's needs. Arrangements are in place for monitoring staff performance and for formal staff appraisals. However, these are not robust enough to identify the training needs for staff, for example, first aid and behaviour management or to monitor staff's delivery of the educational programme for children's personal, social and emotional development.

Staff form friendly relationships with parents. Comments received from parents during inspection were generally positive about the care their children receive. Although staff talk to early years children about what they have been doing at nursery and school, secure arrangements are not in place to liaise themselves with the teaching staff, when possible, about children's learning and progress. This does not help to consistently support children's ongoing learning and development.

### 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:

- obtain an appropriate first aid qualification (compulsory part of the Childcare

Register)

- ensure that there are at least two suitable persons who have attained the age of 18 are present on the premises at all times (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- obtain an appropriate first aid qualification (voluntary part of the Childcare Register)
- ensure that there are at least two suitable persons who have attained the age of 18 are present on the premises at all times (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (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>	EY246443
<b>Local authority</b>	Redcar & Cleveland
<b>Inspection number</b>	817391
<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>	24
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Tiny Turners Nurseries Partnership
<b>Date of previous inspection</b>	16/06/2011
<b>Telephone number</b>	01642 775588

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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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