

Corby Sport Dimensions

Corby Business Academy, Gretton Road, CORBY, Northamptonshire, NN17 5EB

Inspection date

29/05/2013

Previous inspection date

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 management team does not complete sufficient checks on all members of staff to ensure they are suitable to fulfil the requirements of their roles.
- Staffing arrangements are not always effectively organised to meet the needs of the children at all times. As a result, children's well-being and safety are compromised.
- Staff do not always provide sufficient resources and activities to support children's all-round development when they play in the sports hall at the start of the day. As a result, children's interest is not always fully sustained, learning opportunities are lost and their safety is compromised.
- The management team does not effectively monitor the overall organisation of the provision and self-evaluation is not used to develop a precise improvement plan to overcome identified weaknesses.

It has the following strengths

- Children have fun and enjoy attending the provision. They participate in activities which complement the learning they receive at school.
- Staff develop caring relationships with the children. They give regular praise and encouragement, which develops their confidence and self-esteem.

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 gymnasium and associated facilities.
- The inspector spoke to the registered person, the manager, staff and children.
- The inspector looked at observation and planning systems, a selection of policies and procedures and the children's records.
- The inspector discussed self-evaluation procedures.
- The inspector took account of the views of parents.

Inspector

Ann Austen

Full Report

Information about the setting

Corby Sports Dimensions holiday club was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from the sports hall and associated class rooms within Corby Business Academy in the town of Corby, Northamptonshire. Outdoor play is provided in the school grounds. The holiday club serves the local area and beyond and is accessible to all children.

The holiday club employs 20 members of childcare staff. Of these, three members of staff hold appropriate early years qualifications at level 2 and above. The holiday club opens during the school holidays only with the exception of the Christmas holiday. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 12 children attending who 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:

- ensure effective systems are implemented so that all people looking after children are suitable to fulfil the requirements of their role
- ensure staffing arrangements meet the needs of the children and ensure their safety at all times; this refers to the deployment of staff
- deliver challenging and enjoyable experiences for all children by: providing a wider range of resources and activities to support children when they play in the sports hall at the start of the day.

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

- use consistent and sharply focused monitoring and analysis to improve the overall quality of the setting. Develop evaluation systems by devising an improvement plan to overcome identified weaknesses in order to improve the quality of the provision for children.

Inspection judgements

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

Staff, generally, provide activities which complement and extend what children learn in school. For example, children participate in craft, sport and drama related activities. However, changing staffing arrangements occasionally affect the children's enjoyment and participation in their chosen activity. This is because for a short period of time staff are not always effectively deployed. Consequently, at this time children's play is interrupted because they have to stop and leave what they are doing and accompany their designated member of staff to another part of the building. In addition, children playing in the sports hall at the start of the day are not always provided with a sufficient range of resources and activities to fully support their learning and development. As a result, younger children sometimes choose not to participate and their safety is occasionally compromised because they sit next to the goal area where older children are kicking the football.

Parents are encouraged to provide information at the start of the placement to aid the settling-in process. Staff communicate with parents on a daily basis. For example, there is a verbal exchange of information between the parents and staff as the children arrive and on collection parents are informed about their child's time at the provision. Staff are beginning to make observations of the children in order to further identify and build on their current interests and skills. They appropriately support and encourage children in their chosen activity.

Friendships are appropriately fostered; children seek out others to share experiences and enjoy working together as a small group. For example, children play team games, such as dodge ball, together. Staff help improve children's knowledge and understanding of the rules of games by talking to them. Children thoroughly enjoy being physical and active. They enthusiastically try to score a goal during football games, throw balls into the basketball net and learn to move their bodies in a variety of ways during gymnastic activities. In addition, children are given opportunities to practice their manipulation skills during cookery and painting activities.

Conversations between staff and children throughout the day successfully enhance their ongoing language development. For example, during the 'DJ' workshop sessions, children are encouraged to think of the vocabulary needed to make a song. In addition, children count, 'one, two, three, four' to the rhyme of the music. Children enjoy cookery activities, they listen attentively to instructions from staff and discuss healthy eating. They eagerly chop the vegetables for the soup and knead the dough to make bread. This enhances children's understanding of how ingredients change and broadens their range of experiences. Staff provide a range of activities that children can choose from and they persevere during art and craft activities. For example, they create models out of recycled materials, decorate eggs to celebrate Easter, paint designs on t-shirts and make 'plant pot buddies'. As a result, children learn to use a range of media and materials in a variety of ways.

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

All children and their families are warmly welcomed on arrival. Children are encouraged to participate in the range of activities provided. They develop positive relationships with all staff, including their key person. This supports their happiness and sense of security. For example, children seek support and reassurance from staff if they hurt themselves. However, staff are not always deployed appropriately and suitable checks are not carried out for all members of staff. As a result, children's well-being is compromised. Parents' views about their child's care needs are sought at the start of the placement in order to ensure continuous and consistent care and ease transitions. For example, information is exchanged to ensure that specific dietary needs and preferences are catered for and that any medical needs are known and accurately met. This supports settling-in arrangements.

Staff implement appropriate behavioural management strategies in order to prevent children from injuring themselves or hurting others. Persistent concerns are discussed with the parents. Staff support and encourage all children to behave appropriately and to be included. For example, children are encouraged to show respect, to be kind to each other, to take turns and to develop good manners. In addition, staff praise children for their achievements, which promotes their confidence and self-esteem. Children listen to instructions well and learn to recognise dangers and how to remain safe. For example, children know how to evacuate the building in the event of a fire and learn how to use tools, such as the scissors, safely. In addition, children are told to seek help from a member of staff if they should feel unsure or unhappy at any time during the day. Staffing ratios are maintained so they are always available for children to talk to.

Children take part in activities which promotes their physical health and well-being. For example, they have opportunities for physically active play in the gym and access the outdoors for fresh air and exercise. For example, children participate in athletics activities. Children are developing an understanding of the importance of appropriate hygiene routines, such as hand washing, in order to prevent the spread of infection. Their independence is appropriately fostered because staff encourage children to put on their own aprons, to clear away their paint pots and to put their rubbish in the bin. Children learn about healthy eating during cookery activities, for example, they make fresh vegetable soup and enjoy eating this for their tea. Mealtimes are social occasions where children sit around the table and chat to their friends. Although snacks and lunch are provided by their parents, staff encourage children to eat their healthy options first. Children know that they can help themselves to their drink throughout the day. This ensures children remain well hydrated and comfortable.

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

This inspection was brought forward due to a range of concerns, including, the suitability of staff and staffing arrangements. The inspection found that the management team had not completed suitable checks on a member of staff and that staff were not always deployed effectively to ensure the continual well-being and safety of the children. This is a breach in the requirements of the revised Statutory framework for the Early Years

Foundation Stage. In addition, the management team does not effectively monitor the overall organisation of the provision. This impacts on children's safety, well-being and their learning and development. The provider has also failed to meet a requirement of the compulsory and voluntary parts of the Childcare Register.

The management team have developed a range of written policies and procedures. For example, a behaviour management policy, an equal opportunities policy and a complaints procedure are in place. Staff understand the signs of abuse and the designated person who is responsible for child protection understands their responsibility to report concerns to the appropriate agencies. This ensures children remain protected. Accidents are dealt with appropriately. This is because staff are fully aware of their responsibilities and take all necessary steps to ensure the appropriate treatment is given. Parents are informed and when necessary the relevant authorities are notified. The arrival and departure of children is closely monitored and visitors to the premises are asked for their identification and requested to sign the visitors' book. Daily checks are completed at the start of the session to minimise potential hazards. The premises are secure and children are closely supervised at all times. For example, children are always escorted to the toilet and accompanied by a member of staff when they move between activities.

The management team completes staff appraisals and professional development is encouraged. For example, staff have attended first aid training, 'Understanding challenging behaviour' training and level two 'dodge ball' training to extend their knowledge and develop their existing skills. In addition, qualified sports coaches support children's physical activities and volunteers are welcomed and are given the opportunity to develop and broaden their understanding of childcare. The management team is continuing to develop self-evaluation processes. Support and advice has been received from the advisory team and questionnaires are used to ask parents for their comments about the care and learning provided. However, a precise improvement plan to overcome weaknesses has not been formulated. This restricts the continuing drive for improvement.

The management team and staff establish friendly relationships with parents and develop an appropriate two-way flow of communication in order to support the children's continuing care and learning. For example, parents are aware of how the provision is run and what play opportunities their children will experience. Parents are encouraged to speak to staff if they have any concerns. A room can be provided to ensure any issues can be discussed in private. Parents comment positively that their children enjoy their time at the provision. They state children make new friends, that the activities are varied and that staff encourage children to participate. The management team and staff understand the importance of developing constructive relationships with other professionals involved in supporting the children's care and learning. However, to date they have not been required to do this in practice.

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 effective systems to ensure that any person caring for children, or in regular contact with, children is suitable to do so (compulsory part of the Childcare Register)
- implement effective systems to ensure that any person caring for children, or in regular contact with, children is suitable to do so (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

Unique reference number	EY452857
Local authority	Northamptonshire
Inspection number	913166
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	12
Name of provider	Corby Sports Dimensions Committee
Date of previous inspection	not applicable
Telephone number	01536 264173

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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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