

# Little Gems Afterschool Club

Glenfrome Primary School, Cottisford Road, BRISTOL, BS5 6TY

<b>Inspection date</b>	19/06/2013
Previous inspection date	05/07/2012

<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 poor. The provider does not fully understand her responsibilities with regards to the Statutory Framework for the Early Years Foundation Stage and the Childcare Register. As a result, the club is in breach of several legal requirements.
- Evidence of staff suitability including qualifications is not available for inspection as required.
- The provider does not record information about staff suitability appropriately. As a result, while some staff have been vetted by Ofsted under another registration, the provider is in breach of the requirement to record these details at this setting.
- The member of staff who collects children from a different school site does not have paediatric first aid qualification. This puts children at risk in the case of an accident.
- Systems for monitoring the effectiveness of the provision are still in their early stages of development and have not identified all areas of weakness.
- The organisation at times of change in activities is not always well thought out which means children are not always well occupied at these times. They become bored and restless.

### It has the following strengths

- Through discussion the provider demonstrates a suitable understanding of how to support children's development through play and exploration.

- The provider demonstrates a suitable understanding of the importance of developing partnerships with other settings which children attend to provide continuity of care and learning.
- The children play in a clean and well maintained setting.

### **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 talked to the provider and staff member present.
- The inspector viewed the areas of the school used by the children.
- The inspector checked through the documentation available including, policies, attendance records, staff records and risk assessment.

### **Inspector**

Karen Prager

## Full Report

### Information about the setting

Little Gems Afterschool Club registered in 2012. It operates from the dining hall and main hall in Glenfrome Primary School in Bristol. It runs from 3.15pm until 5.30pm on Monday to Friday during school terms.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 20 children on roll, five of whom are in the early years age group. There were no children in the early years range present during the inspection.

The club offers care to children attending Glenfrome Primary School and May Park Primary School. Four members of staff are employed to work with children, two of these hold appropriate childcare qualifications.

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

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

- ensure children are in the care of someone who has a current paediatric first aid certificate on outings
- make records available for inspection with particular regard to information about staff qualifications and the identity checks and vetting processes that have been completed on all staff
- develop effective systems for evaluating all aspects of the provision to identify all areas of weakness, and out secure action plans in place to tackle these weaknesses.

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

- improve the organisation of everyday routines so that children are well occupied and not waiting for long periods of time.

### Inspection judgements

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

On the day of inspection there were no children present in the early years age range, though there are such children on roll. The inspection took into account discussion and documentation offered by the provider and staff. Overall, the provider demonstrates a satisfactory knowledge and understanding of the areas of learning. She is able to explain that children's learning is underpinned through play and she has satisfactory planning based on most children's current needs. For example, children's personal, social and emotional development is supported through activities where children work together to complete a project. Through discussions, the provider explains how she uses relevant guidance to ensure that the resources she provides are appropriate to the ages of the children in the setting. For example, she gives an example of how she provides an area where children can rest and look at books after a hectic school day.

In discussions the provider explains that the children enjoy spending time outdoors. In particular she tells of how children enjoy the weekly outdoor play session where children engage in activities with a higher level of risk. For example, they cook pancakes over a fire, and climb trees. During these times they can move freely and refine large movements and develop their coordination. Children learn the boundaries of how high they are permitted to climb the trees. This means that they learn to consider and manage risks for themselves. Children develop skills in co-operating with other children and in communicating what they are planning, For example, when they work together and develop their ideas on how to build a robot using a variety of boxes and other loose parts.

The provider is broadly aware of children's capabilities and demonstrate through discussion that she is aware that children are making steady progress towards the early learning goals. Staff describe the children's learning diaries which are shared with the parents and the children's teachers who are encouraged to contribute their thoughts on the children's development and next steps in learning. The provider describes how children are generally busy throughout the session, however, she recognises there are short periods of time when staff do not provide children with children with sufficient activities to engage and challenge them. This means children's enjoyment and good level of behaviour is not maintained. Through discussion, the provider demonstrates that she has developed suitable partnerships with parents and other settings that children attend. She tells of how she discusses regularly children's progress with their parents and teachers which suitably promotes continuity of care and development.

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

The club operates from rooms within the children's school. Children have use of secure, familiar surroundings and access to large indoor and outdoor play spaces. The premises are maintained in suitable order through cooperation with the caretaking and cleaning team at the school. The provider has an appropriate range of resources to encourage children's learning. She describes how she sets out the room so that children can easily choose from a range of activities. The provider states that children settle easily after the school day. She has a suitable understanding of how to develop children's positive behaviour and their self-confidence. This helps children to feel secure. Staff demonstrate how they support children appropriately in learning to socialise with others. They explain

how they manage children's behaviour depending on their individual needs and do this in full consultation with parents and the children's teachers. However, the provider discusses that there are periods during the day, especially as children move from one activity to the next, when children have to wait for longer than appropriate. They become restless and bored during this time. Staff encourage children to respect the needs of others, such as those with different disabilities and those from different cultural backgrounds, to support their understanding of equal opportunities.

The provider has some understanding of promoting the health and safety of children. She assesses risks on the premises to ensure children can use the areas indoors and outside safely, and keeps a record of the risks she has assessed. The provider also carries out daily checks of risk. Staff show how they help children to develop an awareness of risks within the environment, such as being aware of how high they may climb a tree. Children sit at a table to eat and are offered a drink and light snack which supports their nutritional health.

However, the provider has failed to assess the risk of leaving children in the sole care of a member of staff who does not have a paediatric first aid qualification. This undermines children's health and safety when they are in sole care of this member of staff on the journey between their schools and the club. This is a breach of legal requirements.

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

The provider has not established an effective system for evaluation of her practice. This means that she has failed to identify that she does not meet all the requirements of the Statutory Framework for the Early Years Foundation Stage and the Childcare Register. The inspection was brought forward, following concerns received about the suitability and supervision of staff at the club. The inspection found that some information was missing regarding staff suitability. For example, the provider is unable to provide evidence of some staff qualifications. While there is a named deputy in place who the provider considers suitable for the role, she does not hold a record of her qualification. Other details of staff at the setting are also incomplete. For example, the provider's husband, who has been vetted by Ofsted under another registration, transports children to the club from school. The provider does not keep a record of his suitability checks on the premises of the club. It is a requirement to do so. Also, the member of staff who collects children from another school has not completed appropriate first aid training and this member of staff is in sole charge of the children for short amounts of time. This puts children at risk in the case of an accident and is a breach of legal requirements.

Overall the provider demonstrates a willingness to improve her practice and make improvements. For example she has taken steps to address the recommendations set at the last inspection. Staff have received training on safeguarding children. Staff demonstrate a satisfactory knowledge and understanding of their responsibilities relating to child protection and the procedures to follow in the event of any concerns to safeguard children. She has also developed the play space and describes how she now provides a quiet corner where children can rest after a busy school day. The provider has also taken

steps to improve the system of evaluation and improvement. For instance she is currently attending a course to develop skills in assessing the quality of provision. However, this is not effective as she has failed to identify significant weaknesses in the management of necessary documentation and in the qualifications of her staff. The provider is able to show records of staff appraisals and these demonstrate that she is taking some efforts to monitor staff performance and support appropriate practice. On the day of inspection, the ratios of staff to children were met and registers demonstrate that ratios are consistently met.

The provider has daily contact with parents to support their working relationship. She explains that she exchanges information verbally and through the use of the children's learning records. The provider regularly talks informally with the school staff and they exchange information about activities and children's development. This aids a smooth move between the club and the school on whose site the setting is situated. The club also has some links with the other local school which children attend and satisfactorily works in partnership with key practitioners at this setting.

### 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 at least one person who is caring for children has an appropriate first aid qualification (compulsory part of the childcare register)
- ensure that at least one person who is caring for children has an appropriate first aid qualification (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>	EY442446
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	921423
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	5
<b>Name of provider</b>	Sheila Kaur
<b>Date of previous inspection</b>	05/07/2012
<b>Telephone number</b>	07903264988

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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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