

# Simply Out of School Garston

Garston Urban Village Hall, 70 Banks Road, LIVERPOOL, L19 8JZ

## Inspection date

04/07/2013

Previous inspection date

19/10/2012

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children feel safe and secure because the staff are welcoming in their interactions. They know the children's interests and personal preferences, which means that they respond to their needs well.
- Staff are adept at using the children's chosen play to engage in conversations that allow children to share their experiences at home, extend the range of words they know and use and to practise their counting skills.
- Children are learning to attend to their own good health through the daily routines. They have regular opportunities to be active and are learning about healthy foods and choices as they are consulted and supported by staff as they create the weekly menus.

### It is not yet good because

- Staff do not always manage the access to the premises with sufficient consistency to ensure that children are fully protected at all times.
- There is scope for ensuring the way activities and equipment are organised and undertaken to allow for a greater depth and breadth of curriculum and improve the children's day-to-day choices and comfort.
- Self-evaluation does not review of the effectiveness of any changes made or fully take into account the views of the children, parents and staff.

## 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

- Prior to the inspection, the inspector viewed the information about the provider and any information held by Ofsted.

The inspector observed activities that the children took part in, the range of equipment set out in the main hall and other equipment available in the storage areas.

- During the inspection, the inspector viewed children's assessment and planning records, regulatory documentation regarding adults' qualifications and suitability and children's details. He viewed and discussed the ways self-evaluation is undertaken and viewed the risk assessments and other pertinent safety documentation.

- The inspector held discussions with the owner/manager and the staff present during the inspection. He undertook a shared observation of an unplanned adult and child interaction with the owner/manager.

## Inspector

Frank Kelly

## **Full Report**

### **Information about the setting**

Simply Out of School Garston was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register by an individual. It operates from the small sports hall and Aintree room in Garston Urban Village Hall, Liverpool. There is a bowling green and an enclosed sports cage available for outdoor play. The provision has assisted facilities and is accessible to all children and primarily serves those attending the local primary schools.

The setting opens Monday to Friday for 48 weeks of the year. Sessions term time are from 8am to 9am and 3.15pm to 6pm. The holiday club runs from 8am to 6pm. Children attend for a variety of sessions. There are currently 10 children attending, of these four are in the early years age group.

The setting employs three members of childcare staff. Of these, all hold relevant early years qualifications. They include the owner/manager, who has an early childhood degree and two members of staff, who hold a qualification at level 3. The club is a member of the Out of School Learning Alliance.

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

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

- ensure that the staff robustly implement the steps in place to prevent unauthorised persons entering the premises at all times
- ensure that there is a good overview of the curriculum to provide a range of experiences each day, which create depth and breadth across the areas of learning and enhance, excite and stimulate the children's interest to support their continuing progress towards the early learning goals.

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

- develop the self-evaluation process, so that there is a thorough system for careful monitoring and analysis of the service. Consider how the views of parents, children and staff can be incorporated to further support the identification of priorities and plans for improvement.

## Inspection judgements

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

The setting currently cares for small numbers of children during each session, which means that staff and children enjoy plenty of time to interact and get to know each other. Small world figures and some books provide representations of the diversity of the children attending and those in today's wider society. This helps to create an inclusive and welcoming environment. Information sought from parents when children start provides staff with a framework with which to plan activities that the children may like and want to participate in. Staff seek information from school staff when they collect children, to support their organisation of activities and routines. This complements the children's experiences following their long day at school. As the relationships develop, staff gain the children's views about what they like and want to do. They use their observations and discussions with the children to ensure that favourite activities, such as the water tray are set out when they arrive. Records of children's learning are maintained for most children and made available to parents should they wish to see them.

A spacious store room is available to children, so that they can make additional choices about what they play with throughout their time at the setting. However, the current selection of resources set out by staff in the main playroom at any one time is only adequate. It does not provide children with a fully varied curriculum and enhanced choices that give their play depth and breadth across all of the areas of learning. For example, there are not always books available in the main playroom nor are there easily accessible materials to write or make marks with. Creative materials and media with which to entice children to make models with or paint or draw are not instantly visible. This means that children's spontaneity is restricted and affects the quality of their play and experiences. It is acknowledged that staff respond to children's ideas if they raise them. For example, staff are able to show stones collected by the children previously, which they had then painted and decorated.

Nevertheless, children enjoy their time in the setting and they play happily with what is available. Some aspects of teaching are well implemented as staff have a good understanding of how aspects of play and children can be supported to promote the differing areas of learning. They are adept at recognising opportunities to extend children's learning and help them practise the skills they already have. For example, they show children how to operate the wind-up toys, providing them with time to try it out themselves. This fosters the children's developing curiosity and physical coordination. Children are confident to ask for additional toys, such as the cars. Staff, through their careful implementation of questioning, are able to draw children into discussions about what they do when they are with their families, such as what happened when they visited a carwash. Staff extend the children's vocabulary as they talk about the types of vehicles they play with and encourage them to count the number of wheels on the different vehicles. This engagement helps children to develop their social skills as they take turns in the conversation and sharing of ideas. It fosters children's language for communication and their developing understanding of counting and early numeracy. Children use the console equipment to participate in electronic games that encourage their physical

coordination and turn taking. Consequently, children enjoy sound support to promote their prime and some of the specific areas of learning during their time at the setting.

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

Sound systems are in place for engaging parents to ensure that children's specific and unique needs are known and met. Staff demonstrate appropriate systems for engaging other services and professionals should a child have special educational needs and/or disabilities. Staff are warm, welcoming and interested in the children. Consequently, they have formed secure bonds with the children, who demonstrate a feeling of being safe. They help children learn about safe ways to behave when walking from school to the setting. However, the effectiveness of how well children are kept safe is compromised by the inconsistency in the ways that the access into the premises is secured on some occasions. Procedures for promoting children's good health are suitably followed and children are cared for by adults, who have up-to-date first aid training certificates.

On a daily basis, children learn about hygiene procedures as staff remind them to wash their hands at appropriate times and children observe the staff following hygiene procedures, such as cleaning surfaces before they set the tables. Menus are devised in consultation with the children and staff use this as an opportunity to discuss and reinforce healthy choices. Children regularly receive snacks that include fresh fruit and drinks are freely available to ensure they stay hydrated. Children can choose to rest and play as vigorously as they wish. There are some opportunities for outdoor play, so they can run round. Space is allocated indoors, so games, such as 'Dodgeball', which is a current favourite with the children, can be enjoyed. It helps children to raise their heart rate, improve their coordination and develop their social skills as they interact with each other. In addition, it helps children learn about the rules of the game, fairness and promotes their understanding of how to behave in situations that may be disappointing.

Children are supported to behave appropriately as the staff are calm, polite and respectful. Staff model positive ways of interacting as they use social graces of please and thank you when interacting with the children. Children in return are polite and responsive to the staffs' guidance, such as getting ready for snacks.

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

This inspection was prioritised by Ofsted as safeguarding concerns had been raised. Overall, the setting meets the requirements of the revised Early Years Foundation Stage. Recruitment and selection is appropriately managed and safeguarding procedures are reflective of the requirements expected by the Local Children Safeguarding Board. Staff demonstrate a sound understanding of their role and responsibilities with regard to reporting concerns they may have about the safety and well-being of a child or any allegations received. The manager and deputy have undertaken suitable training in early years and monitor the performance of staff.

Risk assessment has been conducted and on a daily basis, staff check the premises to

ensure the equipment and areas used remain suitable for the children to use. At the entrance to the room used is a door with a suitable locking mechanism, which allows for easy release as required by the fire officer. However, staff inconsistently apply the locking mechanism, which means that on some occasions unknown adults can gain access into the playroom. This is a breach of requirements and as such requires immediate and robust action to address this. It also breaches the requirements of compulsory and voluntary parts of the Childcare Register. The owner/manager and staff present at the inspection demonstrated fully, a commitment to resolve this immediately, so as to fully comply with the welfare requirements in relation to the safety of children when on the premises. At all times throughout the inspection, children were observed to be fully supervised by the staff, which means that they are afforded some protection and not placed in immediate danger or able to leave unnoticed.

Other aspects of the premises' maintenance fully meet requirements. Fire safety equipment is serviced and tested as required by law. The setting has practised the evacuation procedure with some of the children on one occasion since the last inspection. The playrooms used for the children are maintained appropriately and there are systems for checking the communal outdoor play areas before children are taken out to play. Staff management systems are undertaken and overall, they implement sound practise in undertaking their duties. Induction supports them to work well together, which promotes a pleasant atmosphere for children to be cared for in. The range of qualifications and experience held by the staff ensures that the legal requirements are met over and above the minimum requirements. Staff records show that there is always two fully qualified staff caring for children during the after school provision. However, up until the inspection, the owner had only been deploying one member of staff to operate the breakfast club provision. With regards to the requirements of the Statutory framework for the Early Years Foundation Stage, this does not breach requirements, although, it has potential to compromise the effectiveness of how the children are cared for. However, actions are imposed as it is a breach of legal requirements as required by the compulsory and voluntary parts of the Childcare Register. The owner/manager was able to provide a full explanation and demonstrate to Ofsted that this was not intentional and a genuine mistake. She has made assurances that staffing requirements will comply fully in the future.

The owner/manager through discussion demonstrates a desire to improve the quality of the service. It is acknowledged that the setting has made some progress with regards to some of the recommendations made at the last inspection. For example, equipment has been purchased for children to have a comfortable rest area. However, there are aspects of the recommendations raised at the last inspection that require further development. For example, staff do not always put out the new equipment for children to rest on, which means that unless children ask for it or seek it themselves, it is not instantly accessible. In addition, resources reflecting diversity still require further development and arrangements for access to outdoor play for children, are still reliant on staff direction and organisation. The owner/manager has a vision for future improvements but has been unable to establish these in practice due to the complexities of operating from a shared communal premises. Self-evaluation is still in the early stages and does not include secure systems for monitoring the effectiveness of any changes made. The views of parents and children are sought informally and staff are involved in discussions during team meetings.

However, there is scope to incorporate the views of parents, children and staff to further support the identification of priorities and plans for improvement.

Partnership working with parents is orderly and facilitates the staffs' ability to meet the unique needs of children. Displays and printed information is available on notice boards and staff share information on a daily basis. Staff use this information to talk to the children about significant events, such as a forthcoming birthday. Information about the children's learning is available through summative assessments. The setting has suitably appropriate procedures for contacting and working in partnership with parents and other services. The setting puts in place relevant support for children with special educational needs and/or disabilities, to assist them and support them to make the best progress they can.

### 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 two suitable persons, who have attained the age of 18 are present on the premises at all times of operation, including breakfast club (compulsory part of the Childcare Register)
- ensure staff consistently implement the procedure for securing the access to the setting, so that no one can enter the premises without the knowledge of a person, who is caring for children on the premises (compulsory part of the Childcare Register).
- ensure that at least two suitable persons, who have attained the age of 18 are present on the premises at all times of operation, including breakfast club (voluntary part of the Childcare Register)
- ensure staff consistently implement the procedure for securing the access to the setting, so that no one can enter the premises without the knowledge of a person, who is caring for children on the premises (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>	EY445487
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	920734
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Fataha Begum
<b>Date of previous inspection</b>	19/10/2012
<b>Telephone number</b>	01514942405

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

