

Time Out After School/Homework Club

Nechells Methodist Church, Nechells Park Road, BIRMINGHAM, West Midlands, B7 5PR

Inspection date	12/08/2013
Previous inspection date	14/09/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
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

- Children are not fully safeguarded. This is due to ineffective arrangements for assessing risks in the club and poor record keeping in relation to children's attendance.
- Children's progress is not well supported because staff have a poor awareness of the learning and development requirements. This results in activities which are not always well planned to provide sufficient challenge for children.
- Children's welfare is not enhanced because they are not assigned a key person. Staff do not fully engage with parents and the schools that children attend, to enable them to offer complementary care and education for children.
- Staff training and induction has yet to be implemented to ensure all staff are aware of their responsibilities and roles. Self-evaluation is not used to identify and prioritise areas for improvement and ensure that all legal requirements are met.

It has the following strengths

- Children enjoy freshly prepared meals, which support their dietary needs.

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 spoke with the manager, staff and children at appropriate times throughout the day.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector looked at children's development folders, children's and staff's files and a selection of policies and daily records.

Inspector

Kashma Patel

Full Report

Information about the setting

Time Out After School/Homework Club opened in 2003 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is committee run and operates from two rooms within Nechells Methodist Church. There is access to an outdoor area at the rear of the premises.

The club provides after school care during school term-time and play scheme facilities during school holidays according to demand. Sessions are each weekday from 3pm until 6pm during term time and during school holidays sessions are 8.45am until 6pm, with an option for a shorter session from 10am until 3pm.

There are currently two children on roll in the early years age group. Children over the age of five up to 11 years also attend. There are nine members of staff, of whom eight hold Play-work qualifications at level 3 and one member of staff has a qualification at level 2. The club collects children from three local schools.

What the setting needs to do to improve further

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

- improve staff's awareness of the learning and development requirements so that the range of resources and planned activities provide challenging experiences for children, which are suitable for their ages and stage of development
- develop systems to liaise with parents and other settings that children attend in order to identify any support children require and complement the learning they receive in the setting in which they spend more time
- provide children in the early years age range with a key person who ensures that children's learning and care are tailored to meet their individual needs
- put in place appropriate arrangements for supervision of staff to ensure they are provided with support, coaching and training to bring about continuous improvement of the provision
- ensure risks to children are managed appropriately by identifying potential hazards and taking action to minimise these
- devise and implement a thorough self-evaluation process to plan for continuous improvement of the provision, for example, by: including the views of parents and children to identify strengths and areas for development; devising an action plan to overcome weaknesses that have been highlighted as a result of the process
- keep a daily record of the names of the children looked after on the premises and their hours of attendance to help staff maintain children's safety in an emergency.

Inspection judgements

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

Staff have an inadequate knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Their lack of knowledge results in them failing to gather important information from parents and settings in which children spend more time. This prevents them from offering a complementary approach towards enhancing children's learning and the progress they make. In turn, this also means that the activities that are provided, along with the experiences that are offered to children, do not meet with children's current developmental stage, or enhance what they already know and can do. In addition, the weaknesses in staff knowledge impact on how they interact with the young children. This is because teaching techniques do not always engage and

motivate some of the younger children to support and extend their learning.

Some activities set out do not offer enough challenge or excitement for children, which does not support their development or take into account all of their interests. For example, a group of children wait a long time for their turn on a computer console, since there is very little set out in other areas that interests them. Some games are certified for children aged 12+ years and this is not appropriate for some of the younger children. These show a lot of violence, which does not support their welfare or provide positive representations of how others should be treated. A lack of appropriate and interesting activities leads to boredom and lack of stimulation for some younger children. Older children initiate their own play since there is not enough to occupy them, while younger children follow them around the club. Younger children show little interest in older children's play because this is not appropriate for them. There are some resources to write with, such as pencils, however, children show little interest in them, since staff do not engage and support their learning. Children have some opportunities to develop their imagination and creativity as they use paint, glue and enjoy dressing-up with some appropriate resources.

Children take part in circle time where they listen to each other and have opportunities to express their views and feelings. However, the large group means that they have to wait a long time for their turn and this makes them restless and they lose interest. Children have some opportunities to develop their physical skills. For example, they use the outdoor area to play football, which supports skills in coordination. They enjoy visits in the community to the cinema and the local park where they can run freely and use the climbing equipment to support their large muscle skills. Staff talk to parents about activities the children enjoy and help children with their homework during the school term. This, to a degree, does provide some extension to what children have been doing at school.

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

There is no key person system in place for the early years children attending, which has a negative impact on their care experience. This is because they do not have a designated adult who they can refer to for help and reassurance. The setting obtains a minimal amount of information about the children from the parents and the class teachers from the schools children attend. However, any information gained is not used well enough to help support children within the setting so transitions are not as smooth as possible. For example, ensuring all involved in the child's care are well informed of their emotional needs, or to ensure their likes and dislikes are considered within the few activities provided. Some older children feel at ease and are familiar with each other from school. However, new children starting the holiday play scheme do not feel secure and comfortable when they first start. For example, children walk around aimlessly.

Overall, despite their boredom and a lack of stimulation, children's behaviour is satisfactory. Staff help children to understand the importance of sharing in the play they do become involved in, which helps them to consider the needs of others. Children develop some self-help skills as they help out at snack and lunchtimes. For example, they give out snack and drinks to children and help to clean the tables. This also supports their developing independence. Children learn about being healthy because staff talk to them

about the importance of making healthy choices with food. Their good health is promoted through the provision of healthy foods, which are freshly prepared to ensure they meet children's dietary needs and their preferences. Children benefit from the fresh air daily as they use the outdoor play area, where they exercise to maintain a healthy life. Staff set the room with a limited range of toys and resources, which means children do not have enough to play with. Children learn about road safety when on outings to the community, which enables them to take some responsibility for their own safety.

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

Staff have an adequate understanding of the known signs and symptoms of abuse and are familiar with the referral process to follow in the event of there being a concern about a child in their care. A recent incident highlighted a weakness in staff knowledge and understanding, however, staff are now fully aware to keep the provider informed of any changes which may affect their own suitability. However, the attendance register does not always show the times children leave the club, which compromises staff's ability to help keep them safe in an emergency. Although, staff carry out daily checks on the premises, some potential hazards, such as chairs being stacked too high, are not identified by staff as a risk. This leads to ineffective action being taken to minimise these risks to children. These weaknesses are also breaches of requirements of the Childcare Register.

Some suitable procedures for recruitment and vetting are in place, which ensure all staff are suitable to work with children. However, staff do not receive regular supervisions and appraisals to support their professional development. This means they do not develop knowledge and skills to help them fulfil their roles, or to ensure they have a good enough knowledge of how to safeguard children in their care. The provider does not have a clear understanding of how they should implement, or be guided by, the learning and development requirements of the Early Years Foundation Stage. As a result, they fail to deliver a programme that complements the learning that has taken place in school. They do not monitor the progress of children and have no system in place to identify children who may need extra support. Occasionally, they talk to the teachers from the school and exchange brief information, but this is not enough to support children's learning in the club.

An effective system for self-evaluation is not in place to inform practice. As a result, strengths and weaknesses are not identified for the benefit of children and to ensure legal requirements are met. Staff do not collect relevant information to help children settle and the club does not hold a copy of the current Statutory framework for the Early Years Foundation Stage. This has had a negative impact on the practice in the setting and the provider's ability to meet legal requirements. Staff are unsure about these requirements and, as a result, many are not met. Staff talk to parents about their views but too little is done to support the continuous development of the club. Children's views are collected and used to plan some activities relating to their interests, such as jewellery making. Overall, there has been too little review and evaluation of practice. As a result, weaknesses have not been identified or prioritised. Parents receive daily verbal feedback on their children's care and activities they take part in daily, which provides them with

some information about their learning. Newsletters and the notice board provide parents with some information about future events, which keep parents suitably informed about their children's time at the club.

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:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (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	EY137161
Local authority	Birmingham
Inspection number	931816
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	24
Name of provider	Time Out After School/Homework Club Committee
Date of previous inspection	14/09/2009
Telephone number	0121 328 3399

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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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