

The Kidzclub at Mora Primary School

Mora Primary School, Mora Road, LONDON, NW2 6TD

Inspection date	30/09/2013
Previous inspection date	09/10/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
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 provider has not made sufficient progress since the last inspection. There are still no effective systems in place for self-evaluation in order to identify priorities for development in order to improve outcomes for children.
- Children are not safeguarded adequately because of the weak safeguarding policies and procedures and staff's insufficient knowledge of safeguarding issues. The provider does not demonstrate that ratios are constantly met. Access to the premises is disruptive to the routine.
- Children's welfare and learning needs are not met adequately because the staff do not have access to suitable training and support in order to meet requirements. Required documents are not available for inspection and therefore it is not evident that recruitment procedures are robust to ensure staff are suitable and sufficiently qualified to care for children.
- The provider is not monitoring activities and resources effectively to ensure that there are interesting and challenging learning opportunities through play and routines to complement children's experiences at school.
- The key person system is not adequate and has a negative impact on the partnership with parents and/or carers as they lack opportunities to communicate about their child. The provider does not make required information about the club available to all parents.

It has the following strengths

- The children have the opportunity to enjoy fresh air and exercise daily.
- Regular fire drills are undertaken to support children to learn how to keep themselves safe in the event of an emergency.

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 and routines in the playrooms and the outside area.
- The inspector talked with the staff and some children during the inspection.
- The inspector looked at a sample of available documentation, such as an observation, the displayed activity plan and the safeguarding policy.
- The inspector took account of the views of all the parents of the early years children present, through discussion with them on the day of the inspection.
- The inspector held discussions with the provider/manager and jointly reviewed the security of the setting.

Inspector

Helen Steven

Full Report

Information about the setting

The Kidzclub at Mora Primary School is privately owned and is one of five out-of-school clubs run by the same provider. It was registered in November 2009 and operates from Mora Primary School in the Cricklewood area, within the London Borough of Brent. The club has the use of two first floor dinner halls and uses the school playground for outdoor play. Children are accompanied to the toilet facilities, which are situated in another part of the school.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently five children in the early years age range on roll. The club serves the children attending Mora Primary School and is open each weekday from 7.45am to 8.50am and 3.30pm to 5.45pm, during term time.

There are five members of staff including the provider/manager who work with the children with two members of staff on site in both the breakfast club and afterschool club. Three of the staff team are reported to hold a qualification at level 3 in childcare.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a welfare requirements notice to:

ensure that records are easily accessible and available in order to provide evidence that demonstrates: a robust recruitment procedure is in place and there are suitably vetted and qualified staff caring for the children

improve training and support for all staff by ensuring that there are appropriate arrangements are in place for the supervision of staff and regular staff appraisals are carried out

provide evidence that all staff involved in preparing and handling food have received training in food hygiene

ensure arrangements for safeguarding are robust by a) having and implementing a policy and appropriate procedures to safeguard children; these must cover the use of mobile phones and cameras in the setting and the procedure if an allegation is made about staff, and b) training all staff, including the dedicated child protection officer, to ensure they all have up to date knowledge of safeguarding issues

implement an effective behaviour management policy and give staff advice on behaviour issues so that children learn behavioural expectations and can play safely.

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

- ensure that daily record of attendance includes the names of the key persons in order to demonstrate that required ratios are being met
- develop a strong partnership with parents by providing: a) information regarding the support the setting intends to offer in delivering the Early Years Foundation Stage framework and how this will complement children's learning in school; b) information about the food and drink supplied; and c) information with details of the settings policies and procedures on request.
- ensure that every child's learning and care is tailored to meet their individual needs by: making sure each child is assigned a key person and parents and/or carers are told the name of this person and their role in supporting their child
- improve planning of learning opportunities for the educational programme by: a) providing rich learning opportunities through play, both inside and outdoors, which are interesting, challenging and have stimulating resources; b) using routines as an opportunity to support children's learning; and c) monitoring how children engage in routines and activities to consider their learning and enjoyment
- develop rigorous and effective systems for self-evaluation to identify priorities for development in order to improve outcomes for children

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

- review the entry system to the building to maintain security but minimise disruption to the staff and children

Inspection judgements

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

Children have access to a basic range of activities, which are set out by the staff each day. Only one of the two rooms is used for play, the other room is used primarily for snack time. A plan of activities is on display however; this is from the start of term. The children

have a limited time playing with the toys set out, as staff call them individually to come to have their tea. The tea time routine continues to be ineffectively used to support children's learning. Staff set out the plates and cups and also prepare and serve the food. As a result, the children are not able to develop their independence. They sit and wait silently for the staff member to place the sandwiches and fruit on their plate. Therefore, the staff are not making good use of this time to develop children's social skills and facilitate them to communicate with each other. The children are encouraged to take responsibility for putting scraps into a rubbish bag and putting their cups and plates in the sink. The children have some time to sit and build with construction toys and explore the small world toys. However, due to the routine of the session they have limited staff support. Therefore, they are not being challenged in their play.

The 'arts and crafts' table has colouring books and felt pens, which children use to fill in pre-determined pictures. Children adore the football table and excitedly twist and turn the handles to manoeuvre the players to kick the ball. Children knead and roll out play dough, and they cut shapes into the dough. The children have access to a refurbished outdoor playground. Most days they go outside after tea where they engage in physical play. They make use of the large wooden structure to swing, climb, slide and hide. However, no other activities are planned for the outdoors and children who ask about playing football are told that they can't. This means staff do not offer the children activities that interest them, challenge them or motivate them to learn new skills. They develop an understanding about the lives of others as they learn about festivals celebrated by their peers. The staff have begun to make observations about the children although these do not always highlight children's required next steps in order to support their learning. In addition, plans are not based on children's individual interests and needs and therefore, do not help them make progress or develop a positive attitude towards their learning.

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

The early years children are new to the setting and are in the process of settling in. Parents who report their children are not all settled into the club do not feel supported by staff. The provider has not ensured that parents are informed of the name of their child's key person and their role has not been explained when children start at the club. As a result, the key person system is not used to help children become familiar with the setting and for staff to build a relationship with parents. This means children do not build secure relationships to enable them to be confident and secure in the club.

Young children are expected to know the behaviour expectations of the club. However, this is not clear to them, for example, when a staff member collects the children from school, children walk out of the classroom without her. In addition, while at the toilet, children leave and head back to the playroom without the staff member. There is an expectation that the children will sit silently while eating their snack, which does not complement their experiences at school. The behaviour management strategies are not effective in helping children learn to manage their own behaviour. For example, children playing happily with others at the football table are told to move away from the game and

sit down for speaking while the staff member calls out names for the register. No explanations are given to help them understand why they have to sit down and move away from the game. At times the children are spoken to abruptly and they are not allowed to speak to the staff member unless she has addressed them personally. Overall, the early years aged children at the setting are behaving appropriately. However, at times the older children's behaviour has a negative impact on younger children. For example, an older child slaps a younger child on the head while playing in the garden. This was unnoticed by the staff team and had to be brought to their attention. The child was told not to do it again and there was no discussion about the behaviour or the consequence on the child that was hurt. This does not help children learn right from wrong.

Children have opportunities to learn how to keep themselves safe, for example, by undertaking regular fire drills. Staff tell them if they go under the table they may bang their head. Children are told that some actions such as, running up the slide are dangerous. Children are supported in developing healthy lifestyles satisfactorily. Daily opportunities for outdoor play and physical exercise support children's physical skills. Children's dietary requirements are recorded. The staff report that children have cereals and toast for breakfast and they are given toasted sandwiches, beans on toast and fresh fruit for tea. This helps them make healthy choices with regard to food. Children are encouraged to hand wash routinely prior to eating their snack, and after toileting in order to develop appropriate hygiene routines.

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

The provider is currently not meeting a number of specific legal requirements. She is also failing to meet the requirements of the Childcare Register. Since the last inspection, which had an inadequate judgement, the provider has made insufficient progress to ensure outcomes for children are improved. The provider does not evaluate the service effectively in order to identify the areas for improvement, and has not addressed most of the required actions set at the last inspection. Ofsted intend to take enforcement action to ensure the provider makes the necessary improvements.

Arrangements for safeguarding are still not robust. The provider reports that she has undertaken a level one safeguarding course. She reports that they have discussed safeguarding at staff meetings. However, the provider and staff do not demonstrate a good awareness of safeguarding issues and what appropriate action to take if there are concerns in order to protect children in their care. There is a safeguarding policy in place; however this still has not been updated in line with requirements to cover the use of mobile phones and cameras in the setting. The provider reports that staff must not use their phones in the club; however, they do not notify visitors of the club's policy. Furthermore, the information regarding how to proceed if an allegation is made against a staff member is not comprehensive. There is now evidence that all staff hold a Disclosure Barring Service check. However, it remains unclear if a suitable recruitment procedure is in place. The provider is unable to show sufficient evidence that any staff hold suitable

childcare qualifications. There is no evidence of references being undertaken and no details of induction arrangements. The provider states that she has the relevant information, but as this is not available at inspection as required this cannot be verified. This is a breach of a legal requirement and has the potential to compromise children's welfare.

Since the last inspection the provider has addressed the issue of security. The main gates are now locked when the club is in operation. The doors to the rooms used by the setting are kept locked with the keys kept nearby to ensure they can evacuate in the event of an emergency. As a result, children are unable to leave the premises unaccompanied and unauthorised persons cannot access the club. However, the system is problematic as the doorbell is set off randomly and staff have to go downstairs to check if there is anybody waiting. In addition, parents report that the door is not answered when they ring it, and they are left waiting outside. Older children coming from classes within the school are unable to reach the bell to alert staff that they need to come into the club. Children learn how to keep themselves safe in the event of an emergency, as regular fire drills are carried out since the start of term.

There is a lack of evidence to demonstrate that staff have received sufficient support and training since the last inspection. There are a range of policies and procedures in place, but some of these are still not matched by practice. For example, the behaviour management strategies are not consistent with information set out by the provider and have a negative impact on children's well-being. In addition, the provider is unable to demonstrate if staff have attended food hygiene training as required. There is no evidence available of regular staff supervision or appraisals. Staff have had a staff meeting alongside one of the provider's other settings to discuss their professional practice. There is not an effective key person system in place to ensure that children's individual needs are fully supported. Most parents spoken to are not aware who their children's key person is and as a result, not all feel their children have settled well. In addition, parents of children with identified learning needs have not been able to share information with staff to enable them to support children's learning and development appropriately in the club.

The partnership with parents remains weak. The provider states that she emails all parents copies of policies and gives them information at the start of the placement. However, not all parents feel that they have received this information, such as policies and information about the food their child receives. Not all parents are happy with the service that the club provides. They do not feel that their children's individual needs are met and they do not all receive feedback about their children's time at the setting. Staff collect early years age children from their reception class and receive messages from teachers to pass on to parents. The staff do not make the most of the links with the school to ensure that their service complements the experiences children have there. Some children are very tired after their day at school although this is not acted upon when they go into the club. This means children's individual needs are not sufficiently met.

The system for ensuring the setting meets required ratios is not effective. Families are able to use the service on an ad-hoc basis so staff are never sure how many children they are expecting. Parents state that they do not believe there are always enough staff present. The provider reports that she is the manager at the club and is present each day.

However, this information is contradicted by staff, parents and children. Records of children's attendance do not include who their key person is and does not include records of when the provider attends. As a result, the provider is not able to demonstrate she is consistently meeting required ratios. This is a breach of a legal requirement and puts children's welfare at risk.

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 a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Compulsory part of the Childcare Register)
- provide evidence that there are effective systems in place to ensure that any person caring for, or in regular contact with, children are suitable to do so (Compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner and where older and younger children are together ensure the behaviour of children over the age of eight years does not have a negative effect on the younger children (Compulsory part of the Childcare Register)
- make sure that parents receive copies of written safeguarding procedures and complaints procedure (Compulsory part of the Childcare Register)
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Voluntary part of the Childcare Register)
- provide evidence that there are effective systems in place to ensure that any person caring for, or in regular contact with, children are suitable to do so (Voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner and where older and younger children are together ensure the behaviour of children over the age of eight years does not have a negative effect on the younger children (Voluntary part of the Childcare Register)
- make sure that parents receive copies of written safeguarding procedures and complaints procedure (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	EY403293
Local authority	Brent
Inspection number	890559
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	5
Name of provider	Bosede Akinyele
Date of previous inspection	09/10/2012
Telephone number	02084500570

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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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