

The Church of God of Prophecy Playscheme and After School Club

1 Gloucester Street, WOLVERHAMPTON, West Midlands, WV6 0PT

Inspection date	07/10/2013
Previous inspection date	28/01/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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

- Managers' knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage is poor and, as a result, safeguarding practice is weak. Managers and staff do not understand their roles and children are not effectively safeguarded.
- Managers and staff have a poor understanding of supporting children's play and development. They do not ensure that information is shared with other providers in order to complement children's learning.
- Partnership work with schools is not evident and opportunities to share information to support and safeguard children are missed.
- The key person system is not effective because children and the adults working with them do not know who each child's key person is.
- The provider does not effectively monitor and supervise staff to assess their knowledge and understanding. This does not support their professional development and staff are not effectively managed to ensure that they follow policies.

It has the following strengths

- Most staff are friendly and welcoming and, as a result, children openly share information about their school day and settle quickly when they arrive.

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 children as they were collected from schools.
- The inspector carried out a tour of the provision.
- The inspector spoke directly with children, volunteers and staff onsite.
- The inspector looked at a range of documents and policies.
- The inspector observed daily routines and staff practice.
- The inspector spoke with and recorded the views of parents collecting children.

Inspector

Julia Galloway

Full Report

Information about the setting

The Church of God of Prophecy Playscheme and After School Club has been registered since 1986 and operates under the governance of a voluntary management committee. It is sited within Gloucester Street Community Centre in Whitmore Reans, Wolverhampton. The provision has access to one large hall and two smaller rooms, kitchen, toilets and large outdoor play area. These are sited on ground level with offices sited on the first floor.

The After School Club and Playscheme provide a service to the local community and a number of local schools in the area. During term time, the provision is open Monday to Friday, from 3pm to 6pm. During school holidays sessions are offered each weekday, from 8am to 6pm.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 23 children on roll, of whom five are in the early years age group. The provision supports children for whom English is an additional language. There are three members of staff. Two hold early years qualifications at level 3 and one at level 2.

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 procedures to safeguard children include a named person to take responsibility for its management and that a clear policy regarding the management of allegations made against a member of staff is devised, implemented and that adults working with the children and parents are familiar with it. This includes ensuring that all adults adhere to the mobile phone policy
- ensure that the adults working with children, including the manager, are clear about policies and procedures to be followed in the event of any welfare or safeguarding concerns and that these are embedded in daily practice
- improve knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and use this knowledge to provide a stimulating environment and quality learning experiences that complement learning in settings where children spend more time
- improve the key person system to ensure that every young child's learning and care is tailored to meet their individual needs. Make sure that children, adults and parents can clearly identify who a child's key person is
- ensure that effective performance management systems are in place to improve the monitoring and supervision of staff who have contact with children and families; providing opportunities for them to receive support, coaching and training to improve practice and shape their professional development
- ensure that staff are effectively deployed and the staffing arrangements meet the needs of all children
- prioritise the development of partnerships with the schools that children attend to ensure that important information to support learning or to ensure the welfare of children is shared.

Inspection judgements

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

The manager and staff have a poor understanding of the Statutory framework of the Early Years Foundation stage and are not familiar with all of the requirements. The quality of educational programmes is limited and staff do not observe children and plan activities for them based on individual needs. This also has an impact on children's continuity of

learning as they move between home, school and the provision. Staff appear to know most children well and can give some details regarding what children like to do. However, children who are quieter or withdrawn sometimes miss out on adult attention and, therefore, are less well known to staff.

Children show that they are ready to be keen learners because they respond well to the routine and structures that are in place. Most children appear happy and settled and, as a result, they chat with adults about their day at school and settle quickly when they arrive. Staff provide a moderate range of experiences for children, which include circle time sitting as a group on the floor which children clearly enjoy. Most children are keen to share news or items from school with the group and children put their hands up and wait to be called for their turn. Staff respond well to most children during this time showing enthusiasm and empathy. However, the circle time session starts before all children have finished their teatime snack and those children left behind at tables are not supported by other staff during this time and, as a result, appear left out from the group.

Younger children are given the opportunity to spend time in a smaller room together. However, this time is not utilised effectively and the key person for the younger children is not used to support them in this room to ensure activities complement their learning. Volunteers working with children during this time try to ensure that children are engaged and joining in with activities together, but this is difficult given the lack of planning and poor support and direction given from staff and manager. Younger children appear to enjoy the opportunity to play with a different range of toys more suited to their ages and one child shares that he 'likes to play with the cars'. Other children are keen to get back into the main room and enjoy the more boisterous activities on offer with the older children. However, at times one volunteer is left in the room with the children and she is unable to allow children to leave the room to go into the main hall or to the toilets due to the poor staffing arrangements. Consequently, children's needs are not met due to the ineffective deployment of staff.

The provision has a number of children who speak English as an additional language and adults demonstrate that they adequately ensure these children's needs are met as some can speak the same language. They also seek further guidance from parents or from professionals when necessary.

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

Most adults are friendly and welcoming and children seem pleased to see them when they are picked up from school. Children quickly begin to tell adults about their day at school and adults listen and respond. However, an effective key person system for younger children is not robustly in place and children, adults and some parents are not aware who each child's key person is. The key person identified by the manager does not work directly with her key children during a session that is specifically arranged to support the younger children's needs. The poor implementation of this system means that children's well-being is not given the highest priority and the key person is not able to build secure attachments to ensure children's emotional well-being.

Adequate strategies are in place to manage children's behaviour and adults are consistent in their approach. Adults encourage children to share and take turns and as a result, most children play well together. Children show that they are aware of established rules and boundaries by reminding each other about what they should or should not do. This helps them to gain some understanding about safety. On arrival at the provision children quickly settle at the table for tea time snack after putting their bags away, going to the toilet and washing their hands. Children are encouraged to be independent and take responsibility for their own belongings as appropriate to their age. Adults expect children to sit to eat and to be polite saying please and thank you when going up to get their meal. Children are able to select from menus what they would like to eat the week before and there is a selection of meals on offer that include fruit afterwards. This appropriately contributes to their understanding of healthy eating.

Confident children are able to gain the attention of adults quickly, but quieter more withdrawn children do not and are not identified by adults to require further support to enable them to feel part of the group. These children tend to be left to join in, in their own time and as a result, these children do not always appear to be happy and settled.

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

Adults working with children, including the manager, have a limited understanding of child protection procedures and their role and responsibilities in referring any concerns to protect the children in their care. The safeguarding policy does not include the management of allegations made against a member staff or adults working directly with children. Staff and managers are not clear about what to do should such an incident occur, which means children are not adequately safeguarded. This is further evident in the lack of lines of communication and relationships to share information with the schools that children attend. A mobile phone policy is in place that clearly instructs adults working with children and staff not to use personal mobile phones during working hours or on the premises. However, the manager disregards this policy and regularly uses her personal phone to give and receive information relating to picking up children even though a club mobile is available. The manager is unaware of the safeguarding issues surrounding the use of mobile phones when working with children.

The manager's understanding of the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage is poor. Consequently, there are breaches of requirements. There is no effective system in place to monitor, review and improve the effectiveness of the provision or the policies. Not all required policies or procedures are in place and at times some policies are disregarded by adults working with children. Adults receive insufficient support and guidance from the manager. Line management of the adults working with the children, including the manager, is not effective in raising standards or identifying and addressing concerns. Staff records do not adequately enable the manager to evaluate staff training needs or show gaps in knowledge. As a result, it is evident that some of the adults working with the children, including the manager, have areas in their knowledge that require further training and careful monitoring to ensure ongoing suitability to work with children.

The building and environment is secure from the outside and the front door is locked and visitors signed in and out. On most occasions adults monitor children's movement between rooms or when children leave to go to the toilet, but adults are not deployed effectively at all times to ensure this. As a result, some children have to wait for a period of time before an adult is around to supervise them. Adults do not appear to have clearly defined roles or responsibilities during the session and the manager does not ensure that all adults are clear about what they are doing and where. The lack of clear planning of activities for children does not enable the adults to be deployed effectively to ensure children's needs are met at all times.

The managers' understanding of the learning and development requirements is not sufficient to identify strategies to ensure learning experiences for children complement the learning that takes place in school. Adults do not build good relationships with the schools that they pick children up from and clear systems to share information with regards to any concerns or areas of learning or development are not evident. Managers do not see this as part of their role and, as a result, on occasions crucial information has not been reported and shared with a school. The key person system is not effective. This means that children are not able to build secure relationships with their key person to ensure that their needs are met and relationships with parents are developed. This shows further evidence of a lack of knowledge and ability to implement the Early Years Foundation Stage effectively.

Recommendations from previous inspections have not been prioritised or identified to ensure that they are met. Systems to identify priorities for improvement are, therefore, not robust and do not enable monitoring of targets for improvement and the views of parents and children are not sought to strengthen this process.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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	224887
Local authority	Wolverhampton
Inspection number	876407
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	23
Name of provider	Gloucester Street Community Centre Ltd
Date of previous inspection	28/01/2009
Telephone number	01902 425461

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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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