

Out of School Kids Club

Hunts Cross Primary School, Kingsthorpe Road, Hunts Cross, LIVERPOOL, Merseyside, L25 0PJ

Inspection date	17/10/2013
Previous inspection date	04/05/2011

The quality and standards of the early years provision	This inspection:	
	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		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 are able to feel secure and their care is consistent because the staff form good relationships with them and their parents. The staff and parents regularly exchange information about children's health.
- Children's physical skills are developing well. They have good opportunities to exercise outdoors in the fresh air and learn a range of physical skills from a visiting sports coach.
- Children behave well and show care and concern for each other.

It is not yet good because

- Some risk assessments are not clear enough to inform staff practice or to demonstrate how risks are managed if asked by parents and/or carers. In particular, the handover between breakfast club and school and the route children take to the toilet.
- Partnership working is not sufficiently established to know whether or not the club complements the learning that takes place at home and at school.
- Monitoring and reviewing of practice is not strong enough to identify where specific legal requirements are not fully met. Self-evaluation is not robust enough to identify all areas for development, such as the consistency or confidentiality of record keeping.
- There are no cosy areas for children to relax and talk with each other or read.

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 in the school hall and playground.
- The inspector checked evidence of staff's suitability to work with children.
- The inspector looked at the policies, records kept and a sample of children's records and planning documentation.
- The inspector spoke with the registered provider, the manager, individual staff and children at appropriate times throughout the observations.
- The inspector took account of the views of children, parents and carers spoken to on the day.

Inspector

Lynne Naylor

Full Report

Information about the setting

Out of School Kids Club UK was registered in 2005. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Hunts Cross Primary School in Hunts Cross, Liverpool. It is managed by Out of School Kids Club UK Ltd. The club serves children who attend the school. It operates from the school hall and there is an enclosed area available for outdoor play.

The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two at level 2. The club opens Monday to Friday from 7.45am to 8.50am and from 3.15pm to 5.55pm during school term time. There are currently 35 children attending and of these three are within the early years age group. The club supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review the assessment of risks to children's safety, and where it is helpful, make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how risks are managed if asked by parents and/or carers. In particular, review the handover between breakfast club and school and the route children take to the toilet

- strengthen partnership working, in order to monitor that the care and education provided is complementary to that received at home and at school.

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

- improve the way in which records are kept to ensure this is consistent and that information is kept confidential

- improve the ways practice is monitored, evaluated and improved by using robust criteria

- create cosy spaces or areas in which children can sit and chat with friends.

Inspection judgements

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

Children occupy themselves with an adequate range of toys and books that staff set out for them. These generally hold their attention. They choose whether to play inside or outside, as a consequence, they have good opportunities to develop physical skills indoors and outdoors. They concentrate well as they deftly place small beads on template boards to make ornamental items. They use a range of small tools, such as scissors, which develop their finger skills. Sometimes they enjoy activities, such as making paper aeroplanes. They learn about shape and space as they fold the paper and about distance as they measure, which plane flies the furthest. Children's reading and mathematical skills are refined as they follow a recipe and measure the required ingredients to make dough. Staff play alongside children, offer guidance and help them to solve problems and acquire new skills. They effectively foster children's speaking and listening skills as they encourage children to talk to each other as they play. Staff and children chat about school events, such as what they will wear for 'wear your own clothes day'. Staff do not create cosy spaces in which children can sit and chat with friends. Books are accessible to help build upon children's interest in early reading, and develop an interest and appreciation of books. However, there is nowhere to sit and read them comfortably.

Over time, a range of activities are provided by staff to cover all the areas of learning. There is generally sufficient challenge to help all children make sound progress. Children freely access a satisfactory range of activities to promote their skills in communication and language and in their physical, personal, social and emotional development. A suitable range of pens, pencils and crayons are freely available with some paper. Children use their imagination to draw pictures or busily colour the provided pictures that match calendar events, such as Harvest or feature characters from films. Staff also provide ideas for craft activities that match the themes children have chosen. Children develop their dexterity as they decorate bookmarks and coasters for Grandparents' Day. They refine their writing skills as they write messages on them.

Each child in the early years age range has a staff named as their key person to monitor their progress. Parents provide some information about their child's abilities before they start, however, they are not encouraged to share information known from their child's attendance at other settings prior to starting school. Therefore, the key person is not sufficiently aware of children's abilities in order to help close any gaps in their learning from the moment they start. Parents and carers verbally share information with staff each day about children's care needs and discuss what children have taken part in during the session. However, it is not known if the club complements the learning that takes place in the host school where children spend most of their time.

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

Children form close relationships with caring staff, that as a team, carefully monitor their welfare and care needs. Children are well supported emotionally as they move between school and the club. Older children show care for and support younger children and all of them develop a secure understanding of acceptable behaviour. Children learn to consider the needs of others in the world as they raise money for charity events. Children behave well and their personal, social and emotional skills develop steadily through the relationships they forge with each other. Indoors, children operate with some independence. They choose from a range of healthy items for breakfast and sit at the table to eat simple snacks after school. Staff monitor that children follow appropriate hygiene practices, such as washing hands. Staff are aware of children's health requirements, allergies, special dietary needs and their food preferences. Children sometimes help to prepare food, for example, they help make jelly. This enables them to develop a sound understanding how to use kitchen tools safely and manage risks.

Children's physical development is well promoted. They have good opportunities to be active outdoors every day and improve their physical skills. They develop positive attitudes to exercise. Outdoors, they exercise vigorously as they run and play football. They develop good balance as they walk steadily across fixed 'adventure trail' equipment. A sports coach regularly visits to teach children physical skills and dancing and organise group games, such as rugby and netball. Children develop dexterity and good hand to eye coordination through handling and joining small pieces in construction sets.

Children broaden their cultural awareness by sharing family customs, through tasting foods and craft activities, and being involved in activities related to the celebrations of others. They are actively involved in the planning of craft activities. They look through craft books for ideas on what to make for events, such as Harvest and Diwali.

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

Arrangements for safeguarding children are satisfactory. Any incidents concerning children's safety and well-being are reviewed and this helps the club to improve. The inspection took place following a concern raised about supervision at the breakfast club. The inspection found that before school starts in the morning all the infant children are on the school yard, some with parents and some without. The breakfast club staff routinely allow the children to play with the other children in the yard before school starts. Breakfast club staff together with some school staff stay on the yard with the children. The manager has appropriately reviewed the practice since the concern about supervision was raised. Although staffing ratios were met, another staff has been allocated to monitor the whereabouts of the children. However, arrangements for keeping the children secure are still dependent on individual adults supervising the gate area and this system is prone to human error. At the school 'welcome' meeting for new parents, staff at the club provide a briefing about the service they offer in the host school. Parents who use the club have access to the policies and procedures, which are generally informative. However, the hand-over arrangements are not clearly explained. This means parents have not been given sufficient information to enable them to discuss special arrangements for their child,

if necessary.

Staff suitably monitor children in the hall and follow a simple checklist to help visually check the club is suitable and safe. The arrival of any visitor is carefully checked, written risk assessments are reviewed at least annually and records of evacuation practices are maintained. Children in the early years age range are escorted to the toilets, which are some distance from the hall, while older children are expected to go there and back sensibly. However, risks, such as push bar fire exits, unlocked perimeter gates and ongoing cleaning are not successfully identified in the assessment.

The provider understands her responsibility to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She is gradually returning as manager following her recent leave. During this time, another staff member took day to day responsibility. Ofsted were officially notified of the appointment. The provider recognises some of the club's strengths and weaknesses. She seeks the views of children and takes account of any views expressed by parents. However, there is a lack of secure monitoring and analysis of practice and no method for ensuring that staff effectively follow already implemented procedures. As a result, self-evaluation is not yet fully effective in ensuring that all specific legal requirements are fully met, or in driving forward improvements that will raise the overall quality of the club. The recommendation from the previous inspection has been partially addressed. For example, partnerships with the school and other early years professionals are sound for those children who have special educational needs and/or disabilities. However, for the rest of the children little is exchanged about children's learning and development. Staff speak with teachers when collecting the children for the after school club and exchange information to support children's care and well-being. However, they are not able to plan effectively to complement the learning that takes place in school.

Staffing levels are maintained at an appropriate level with qualified staff. All staff are trained in first aid and regularly update their knowledge of the procedures of the Local Safeguarding Children Board. They demonstrate a sound knowledge of the indicators of abuse and how to work with other agencies. The use of mobile phones and cameras is carefully restricted to protect children. Although, there is currently no adverse impact on the children's safety and welfare, some required records are not easily accessible to the newly appointed manager. Records of the information used to demonstrate that all staff are suitable to work with children are kept by the main company office. A robust recruitment and vetting process is in place to check and monitor staff's suitability to work with children. All staff receive induction training, although, it is not routinely checked that they are aware of all the relevant policies and practices. There are useful ways for keeping records of children's details, attendance, evacuations and medicine administration. However, the recording of accidents with many entries on one page means parents can read other entries when signing their child's entry, therefore, breaching confidentiality. The manager is aware of the requirement to record complaints and how to respond appropriately. However, the log contains children's names, which another breach of confidentiality.

The manager is still developing a structured way of monitoring staff performance and the effectiveness of teaching. Supervision and appraisals of staff are beginning to identify any

specific training needs. As a result, arrangements for helping staff to extend their knowledge, understanding and practice are being developed in order to raise children's levels of achievement. Relationships with parents are sociable. Parents are warmly welcomed, as all staff are fully committed to working in partnership with them. Parents, who expressed a view at the inspection, speak positively about the staff.

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 a child is unable to leave the premises without a person who is caring for the children on those premises becoming aware of the child leaving (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised, except where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (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	EY314839
Local authority	Liverpool
Inspection number	939327
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	35
Name of provider	Out of School Kids Club UK Ltd
Date of previous inspection	04/05/2011
Telephone number	078414 34419

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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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Piccadilly Gate
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