

Extra Time Club

All Saints School, Furlong Close, Alrewas, Nr Burton on Trent, DE13 7EF

Inspection date	11/11/2013
Previous inspection date	14/12/2011

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		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

- Staff have a poor understanding of the learning and development requirements and how to work in partnership with parents and teachers to complement the learning children achieve in school. This results in younger children not being challenged, enthused or actively participating in their learning.
- Staff do not meet all the requirements to ensure children are safeguarded appropriately. The key persons arrangements do not promote children's physical and emotional well-being, vetting processes are weak and the safeguarding policy is not in sufficient detail.
- Interactions between staff and younger children are poor and the organisation of the indoor environment is inadequate. This significantly compromises children's communication and language skills and does not enable them to explore or be independent.
- Leadership and management are weak. There is insufficient development of the staff's knowledge and skills, and ineffective evaluation of the club's overall weaknesses. This results in poor practice and hinders children's learning and development.

It has the following strengths

- Children enjoy the freedom to run around in a safe outdoor environment, recognising the importance of physical activity.

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 classroom and outdoor area and conducted joint observations of children's play and learning experiences with the provider.
- The inspector held meetings and discussions with the provider and spoke to all staff present.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector spoke with staff and children about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures which included safeguarding and complaints, and checked evidence of suitability and qualifications of all staff working with children.

Inspector

Dianne Adams

Full report

Information about the setting

Extra Time Club was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately run and operates from two classrooms and the hall within All Saints Primary School in Alrewas, Staffordshire. The club serves children who attend this school, and children have access to an outdoor play area.

The club opens Monday to Friday during the school term. Sessions are from 7.45am until 8.40am and 3.15pm until 5.45pm. Children attend for a variety of sessions. There are currently 93 children on roll, of whom 11 are in the early years age group. The club employs five members of childcare staff, including the manager. Of these, three hold appropriate early years qualifications at levels 3 and 5. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- ensure staff plan an educational programme that is sufficiently challenging and interesting, and complements the learning children achieve at school
- improve the interactions between adults and children during play to develop children's thinking and support them to communicate their ideas and thoughts
- ensure the safeguarding policy includes an explanation of the action to be taken in the event of an allegation being made against a member of staff
- record all the qualifications attained by staff, identity checks and full vetting processes to ensure children are cared for by staff who are suitable
- ensure appropriate arrangements are in place to support staff through effective supervision, support, coaching and training to increase staff's knowledge and skills and to foster a culture of continuous improvement
- ensure each child's key person engages with parents and children in order to provide children with a settled relationship and ensure children's care and learning is tailored to meet their individual needs
- ensure the environment is organised to provide sufficient indoor space to meet the needs of children.

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

- develop the two-way communication with parents and carers and other practitioners, such as school teachers, to ensure there is a shared understanding about children's individual learning.

Inspection judgements

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

Teaching is poor. Staff have an unclear knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. This results in them not complementing the learning children achieve at school to support their next stage of learning. Staff access children's learning records, which are completed by teachers at school. However, staff do not formally engage with parents or teachers to discuss children's learning or to agree

how the club can support children. This results in staff providing younger children with an educational programme that is not sufficiently challenging or tailored to meet their individual learning needs. For example, when promoting a Christmas collage activity, staff do not support children to talk to one another, explore their ideas or listen to what other children are saying. This does not promote children's communication and language skills or foster good relationships. In addition, children have very little choice about the materials they can use to create their picture. This does not promote their independence, decision-making skills or imagination. Therefore, children do not maintain their focus and are easily distracted.

Interactions between staff and younger children are poor. Children spend long periods of time playing alone or initiating their own play with other children. During this time, staff do not make the most of the opportunities to guide younger children's learning, enthuse them or support their critical thinking. For example, when outdoors some younger children are seen to be wandering around the perimeter alone and then walking along the painted lines on the floor. Staff do not take the time to engage with these children to support their thinking or explore their ideas.

Staff do not always organise or use the space appropriately to meet the differing needs of children attending. Although children have access to a large outdoor environment at the beginning of the session, the space provided for them indoors is not always sufficient. On some nights of the week, children are limited to play in one classroom because other areas, such as the school hall, are being used by other community groups. The club is very busy and accessed by a large group of older children. Therefore, the environment becomes very noisy and younger children do not have the space to choose and move around resources for themselves. This does not promote children's independence and does not enable them to freely play and explore. In addition, the use of a very large white screen and computer for children to watch films adds to the overall noise within the room. This significantly impacts on children's ability to listen and be heard.

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

The key person arrangements are not effective. Therefore, younger children's emotional well-being is not promoted. Before attending, children and their families communicate with the provider, who obtains the necessary information needed to meet children's care needs. However, some parents are not supported to work in partnership with their children's key person or encouraged to share important information about their children's lifestyle, interests and learning. This significantly hinders the relationships children and their families build with staff in the club. Despite this, children settle appropriately and parents feel children benefit from accessing an environment that is familiar to them as it is on the same site as the primary school.

Care practices do not ensure younger children are emotionally secure and healthy. Staff supervise younger children rather than teaching them. They spend limited time engaging and having meaningful conversations with younger children, which results in this group of children lacking vitality and enjoyment in their learning. In addition, the lack of indoor space results in younger children sitting in front of the film screen or at a table for long

periods of time alongside older children, but not showing interest or engaging with others. Staff provide all children with the opportunity to access fresh air and be physically active at the beginning of each session. This helps children understand the importance of physical exercise. Younger children enjoy this time as they negotiate the space successfully and develop their physical skills as they participate in games of tennis and football with older children. All children behave appropriately and older children demonstrate care and concern towards the younger ones. For example, older children gently ask younger children to move out of the area in which they are playing football because it is not safe. However, staff do not take the opportunity to support younger children to consider why it is not safe and where they can play which is safer. This demonstrates the low expectations staff have of younger children. In addition, staff are not encouraging younger children to take risks and be independent. For example, at snack time children are not supported by staff to butter their own toast or pour their own drinks. This does not support younger children to develop their confidence or self-motivation.

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

The provider does not fulfil her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. This results in breaches that have a significant impact on children's safety and well-being. The provider does not demonstrate that she follows thorough vetting procedures when recruiting members of staff. For example, she does not record information with regard to all the staff's qualifications or identity checks. This does not demonstrate that children are cared for by staff who are suitable. In addition, staff do not ensure that children are always provided with sufficient indoor space to meet their individual needs. Nevertheless, the provider does record the details of each member of staff's criminal records disclosure, and staff demonstrate a suitable understanding of child protection procedures. They are familiar with the signs and symptom of child abuse and know what action to take if they have any concerns about a child's welfare. The club records this information in a written safeguarding policy which is shared with parents. However, it does not include the action that will be taken in the event of an allegation being made against a member of staff, and so does not ensure children's safety is assured in all situations.

Leadership and management within the club are weak. Staff qualifications meet requirements and some staff have completed training in first aid and food safety. However, the provider does not sufficiently motivate staff to attend further training to improve their knowledge and practice. In addition, because the provider and staff have worked together in the club for a long period of time, she 'trusts' the staff rather than formally monitoring or observing their practice. Therefore, the provider does not have a clear view of the staff's areas for development and does not provide them with effective support and coaching to improve their teaching. As a result, children are not consistently provided with enjoyable or challenging experiences.

The monitoring and evaluation of the club as a whole is poor. Although some steps have been taken to address actions raised at the previous inspection, staff have not continued to identify or tackled the most significant areas of weakness. In addition, staff do not

effectively seek the views of parents or children. Parents spoken to on the day of inspection are satisfied with the service provided as they feel their children are suitably cared for in an environment that is familiar to them. However, they state that they do not know who their child's key person is and they are not provided with information about the Early Years Foundation Stage. Parents view the club as a safe place for their children to come after school until they can be collected and taken home. Links with teachers within the school are also weak. Staff have not developed an effective two-way communication with teachers to ensure younger children's individual learning needs are understood and met.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY219318
Local authority	Staffordshire
Inspection number	819553
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	93
Name of provider	Dawn Elizabeth James
Date of previous inspection	14/12/2011
Telephone number	01283 790174

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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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