

Peel Centre After School Club

Peel Centre, Percy Circus, London, WC1X 9EY

Inspection date

04/10/2013

Previous inspection date

03/06/2013

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

- The club is not well organised. Not all required records are maintained adequately or available for inspection. This includes required evidence for staff suitability checks and qualifications, complaints and children's accidents. This means children's welfare is not fully safeguarded.
- There is no qualified and capable deputy in place to cover the managers' absences. Induction training is weak, which means adults are not clear of their roles or responsibilities in safeguarding children and supporting children's learning and development.
- Staff do not maintain an accurate record of children's hours of attendance, which is a further breach of a specific legal requirement, and places children at risk in emergency situations.
- The provider has not ensured the safeguarding policy is up to date to include the use of cameras and mobile phones. The provider has not informed Ofsted of changes to the manager or shared information with parents regarding this change to adults caring for children.
- Staff do not provide a range of activities that are varied enough to provide challenging learning experiences for children to complement their learning in school.
- Self-evaluation and monitoring processes are not in place to clearly identify strengths and target key areas for improvement.

It has the following strengths

- The temporary manager expresses a commitment to deal with the weaknesses and he is motivated to improve the service to meet all the requirements.

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 the children's activities and staff supervision.
- The inspector held meetings with the temporary manager.
- The inspector spoke to parents during the inspection.
- The inspector sampled the small number of policies that were available during inspection.

Inspector

Yasmine Hurley

Full Report

Information about the setting

The Peel Centre After School Club registered in 2004. The provision provides after school and holiday play scheme care for children aged between five and 11 years. It operates from a community centre in the Kings Cross area, within the London Borough of Islington. The club operates each week day from 3.15pm to 6.15pm during term time and each weekday from 9am to 7pm during school holidays. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Staff collect children from the local Clerkenwell Primary school in Islington. Children from other schools and neighbouring boroughs can also attend the setting. Children have access to the ground floor playroom and sports hall. There is also a small enclosed courtyard for outdoor activities. Currently, there are two children in the early years age range on roll, although none were present at the time of the inspection. Three staff are employed to work with the children and this includes a manager.

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 requiring the provider to:

ensure staff receive full induction training to help them understand their roles and responsibilities, which includes safeguarding children and covers all the requirements of the Early Years Foundation Stage

maintain and organise records to ensure the safe and efficient management of the setting, and make sure that these are easily accessible and available, with particular regard to records of adults' suitability, complaints, accidents and incidents

ensure the daily attendance of attendance is accurate and includes children's hours of attendance.

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

- make sure that at least half of all staff, apart from the manager, hold a full and relevant level 2 qualification
- ensure there is a named deputy in place, who is capable and qualified to take charge in the managers' absence
- update the safeguarding procedure to cover the use of mobile phones and cameras in the setting
- develop a culture of reflective practice and continuous improvement, including input from staff, children and parents, and put in place secure action plans to tackle identified areas for improvement
- improve communication between the club and parents/carers by sharing information regarding any changes to management and staff in the setting.

Inspection judgements

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

The club is poorly organised and fails to meet the needs of all the children who attend.

Overall, staff demonstrated an insufficient understanding of their roles in supporting children's learning and development. This results in a lack of purposeful interaction with children. Although during the inspection there were no children present in the early years age range, staff were not able to demonstrate a suitable knowledge of the Early Years Foundation Stage learning and development requirements. As a consequence, staff do not observe, assess and plan for children's progress in the areas of learning in order to ensure activities complement their learning experiences at school.

Staff provide children with resources such as board games, a laptop, games console and a football table. They organise activities so that children have the opportunity to express themselves by drawing pictures. The manager explained that by providing children with the activities they enjoy doing, they help children to relax after the constraints of the school day. Staff organise activities so that children can socialise with each other during the session. They described how they support new children to the club so that they can explore and play with other children. In addition, the temporary manager explained that older children support younger members of the group, encouraging them to join in with play. He described how children play together, which helps to build their confidence. These strategies help to promote children's personal, social and emotional development.

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

Children's needs are not met. Although there is a key person system in place, staff's poor understanding and lack of knowledge of the Early Years Foundation Stage means they do not fully understand how to help children feel secure and make good progress. Nonetheless, staff describe how they teach children the importance of turn taking and tidying up after play and meal times.

Staff have developed skills to manage children's behaviour adequately. Their caring, gentle manner means they are good role models to the children attending the club. They demonstrate that they have clear expectations as to how children should follow the club rules. Therefore, they teach children how to behave well. The temporary manager explained how staff teach children to keep themselves safe. For example, staff hold discussions with children on road safety when they are making the journey to the club from school. Staff carry out emergency drills so that children can practise and know how to leave the building safely. In addition, staff undertake risk assessments and are aware of the need to provide a safe and secure environment for children to play in. For example, staff ensure that resources are kept clean and are mostly suitable for all age groups attending. Equipment is at a low level, meaning that children are encouraged to freely choose resources. This helps them to be in charge of making their own decisions about what to do.

Staff demonstrate how they promote children's wellbeing. They described how they encourage children to manage their own personal needs, such as washing their hands after mealtimes or after using the toilet. Being competent in these skills helps children with their independence and keeping healthy. Staff understand the importance of

promoting healthy living and they provide children with healthy meals, including fruit and vegetables. Staff also ensure that water is available throughout the session. In addition, staff organise activities to encourage children to engage in physical activity when they walk to the club from school, and play games in the sports hall. This supports children to lead a healthy lifestyle.

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

The provider is not meeting all the safeguarding and welfare requirements of the Early Years Foundation Stage, or the requirements of the Childcare Register. This has a significant impact on the welfare of the children. This inspection took place following concerns regarding staff suitability, the way staff manage children's behaviour, information for parents and carers, outings, complaints, staff deployment and adult-to-child ratios. The inspection evidence showed that staff manage children's behaviour appropriately and correct ratios and staff deployment are maintained. The temporary manager explained that outings are appropriately risk assessed and parents are informed via text messages of any delays in returning to the provision at expected times. However, as the temporary manager does not have access to the locked storage facility, he was unable to demonstrate evidence that may be stored in relation to complaints.

Systems to safeguard and promote children's welfare are not sufficiently robust. The provider has not met all legal requirements. Staff do not consistently maintain all required records, such as daily registers, and accident reporting and records of children's accidents were not available for inspection. This does not support children's welfare adequately or promote the safe and efficient running of the club. Furthermore, the provider's disorganised record-keeping means suitability checks and qualifications of staff, including first aid training, are not available for inspection. This is especially relevant in the absence of the provider as there is no confirmation that all staff are appropriately vetted and qualified to care for children. The provider has not ensured there are sufficient qualified staff working with children to meet requirements or that there is a named deputy in place who is capable and qualified for that role in the manager's absence. As a result of the inspection findings, the provider is required to take further action. Ofsted will issue welfare requirement notices to which the provider must respond. In addition, the provider has failed to inform Ofsted of a change in manager, which is a legal requirement. This results in an overall failure to safeguard children effectively.

Staff have a suitable understanding of what they need to do should they have any concerns regarding a child in their care. A written safeguarding policy is in place and shared with parents. However, the safeguarding policy does not cover the use of mobile phones and cameras in the setting. As a result, this does not ensure staff are familiar with current safeguarding requirements to fully protect children. Staff carry out visual daily risk assessments before children arrive at the setting to minimise hazards; they create a safe and welcoming environment for them to explore and investigate.

Staff are not clear about their roles and responsibilities because of ineffective monitoring to identify their continued professional development. In addition, the induction process for staff is not robust enough to make sure staff attend safeguarding training and acquire a clear knowledge and understanding of the requirements of the Early Years Foundation Stage. This results in inconsistent practice. Staff have an insufficient understanding of their responsibilities for meeting the learning and development requirements. For example, the temporary manager could not demonstrate how he observes and plans for children's learning. He did not have any children's assessment records or starting points to demonstrate how their progress. As a result, staff cannot provide activities to meet children's individual needs. Furthermore, there are no systems in place to evaluate the provision or identify which areas require improvement. The provider has also failed to address all previously set recommendations. This demonstrates the provider is unaware of how the weaknesses significantly affect the overall quality of the provision offered to children.

There are basic links with the local schools the children attend, and meetings take place with the teachers. Information is currently shared through verbal discussions and email contact. However, because of the weaknesses in assessment, staff do not always know the learning and development stages of the children who attend the club. This means staff cannot fully complement the activities the children are learning at school in the club, to increase their learning and development. Staff talk to parents and carers every day upon collection of their children. Parents comment favourably on the club and state that their children enjoy attending. However, some parents they feel that the provider has not informed them about recent changes in the setting, such as the change of manager. As a result of this lack of communication, parents feel unsure as to whether suitability checks have been conducted on adults caring for their children.

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 and the name, home address and telephone number of every person living or working on the premises on which childcare is provided (compulsory part of the Childcare Register)
- the registered person must inform Ofsted of changes of circumstance as soon as they can (no later than 14 days after the change occurs) (compulsory part of the Childcare Register)

- ensure that the manager has a qualification at a minimum of level 3 in a relevant area of work (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 and the name, home address and telephone number of every person living or working on the premises on which childcare is provided (voluntary part of the Childcare Register)
- the registered person must inform Ofsted of changes of circumstance as soon as they can (no later than 14 days after the change occurs) (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	EY272399
Local authority	Islington
Inspection number	934537
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	20
Number of children on roll	30
Name of provider	The Peel Institute Company
Date of previous inspection	03/06/2013
Telephone number	0207 837 6082

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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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