

South Street Out Of School Club

South Street Primary School, South Street, BRISTOL, BS3 3AU

Inspection date

04/11/2013

Previous inspection date

06/02/2012

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Met

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

- Risk assessment is incomplete and lacks adequate detail to identify and minimise specific hazards to children to support their safety, indoors and outside. This compromises children's safety, welfare and well-being.
- Staff lack appropriate skills and knowledge of the Early Years Foundation Stage to suitably support children's welfare, learning and development.
- Staff do not maintain required records, such as staff suitability checks, or share information with Ofsted and parents and carers as required to help ensure the needs of all children are met.
- Staff are insufficiently qualified to meet requirements to support children's well-being. As a result, children's individual needs are not being met.
- Each child does not have a key person to tailor care to their individual needs, as required.
- There is no named person for managing behaviour with the necessary skills to advise staff about supporting children's behaviour.
- The policy for equality of opportunity does not include the name of the special educational needs and/or disabilities coordinator to inform parents and carers.

It has the following strengths

- Children are relaxed and happy to concentrate on play activities of their choice.

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 main play room and the playground.
- The inspector had discussions with the manager, staff, children and a parent.
- The inspector checked for evidence of suitability and qualifications of staff.
- The inspector sampled a range of documentation, including safeguarding procedures and policies.

Inspector

Angela Cole

Full report

Information about the setting

South Street Out of School Club registered in 2008 and is run by a private partnership. It operates from a play room at South Street School in Bedminster, Bristol and children have access to the school hall and outside play areas. The club opens each weekday from 3.30pm to 6pm in term times, and on weekdays in school holidays from 8am to 6pm. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register and cares for children aged from three to 15 years. There are currently three children on roll in the early years age group. Staff at the after school club collect children from South Street School and Holy Cross School in Bedminster. There are four members of staff, including the co-providers who have appropriate qualifications.

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 the risk assessment is reviewed and updated on a regular basis so that this identifies any risks in all aspects of the environment and how those risks will be removed or minimised
- record information about staff identity checks and vetting processes that have been completed
- assign a key person to each child to tailor care to their individual needs.

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

- develop staff skills and knowledge of the Early Years Foundation Stage to support children's welfare, learning and development
- ensure that alongside the member of staff with a level 3 qualification, at least half of all other staff present hold a full and relevant level 2 qualification
- maintain records to keep these easily accessible and available for Ofsted and to share information with parents and carers, as appropriate
- develop understanding about managing behaviour so that a named person has the necessary skills to advise other staff on behaviour issues and to access expert advice if necessary
- extend the policy for equality of opportunity to cover the name of the special educational needs coordinator
- make available to parents and/or carers details about how to contact Ofsted
- ensure all staff are trained to understand their safeguarding policy and procedures and have up to date knowledge of safeguarding issues

Inspection judgements

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

Staff encourage children to choose and become involved in their own activities. However,

the provider has insufficient skills and knowledge of the Early Years Foundation Stage so that staff may be guided by any of the learning and development requirements. This is a breach of a specific legal requirement. Staff, overall, have a limited understanding of how children learn and develop. Because of the lack of focused observation, they do not have a thorough overview of where children are in their development. Staff share their general views of children's participation in activities but have not developed the provision to take account of each child's development needs. Systems to liaise with the school on site are being put into place. However, staff are not yet aware of the extent to which other providers caring for the children focus on the areas of learning for this to influence their provision. They do not discuss in sufficient detail with parents and carers the support they intend to offer. As a result, staff do not complement learning in school where children spend more time. Staff do not use their knowledge of each child to plan challenging experiences for them.

Children begin to build on some aspects of their personal, social and emotional development. They show confidence in joining in familiar activities to develop their physical skills, such as games of football. However, they receive insufficient encouragement to try new activities, such as the commercially produced animal collages that staff make available. Children are free to select the resources they need for their chosen activities. For example, they make outline drawings and write some letters of their names from memory, but are not supported by for example, having any resources showing their names to hand. Staff have sorted the resources into areas for learning, including for reading and role play in a home corner. They make small-world toys available, including a till and garage so children can freely use their imagination. However, children often prefer games to develop their awareness of space and number using technological equipment when this is available. Some adults join in children's physical games. However, generally staff supervise activities for safety, rather than to challenge children's thinking and support them in being creative.

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

Staff take some positive steps to promote children's well-being. However, the weaknesses in staff and managements' knowledge and implementation of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage means children's well-being cannot be assured.

Parents say that their children arrive and leave with smiles on their faces. This demonstrates that children enjoy their time at the club and play happily as they begin to develop their emotional well-being. Staff talk to and play with new children. However, each child does not have a key person allocated to them to help them become familiar with the setting. This is a breach of a specific legal requirement. Staff say that the key person's role is to talk to the parent if they have a specific problem with a child. They do not see their role as offering a settled relationship for the child or specifically building a relationship with their parents.

Overall, staff manage children's behaviour appropriately. They use some positive strategies to help children to make choices and praise helpful behaviour. However, there is no named person with the necessary skills to advise other staff on behavioural issues and to access expert advice if necessary. This is a breach of a specific legal requirement.

Staff support children as they make decisions and gain suitable confidence to play with others or on their own. Children concentrate on their chosen activities and this helps children to prepare emotionally for their next stage in their education. Staff talk to children about safety. They ask children to say when they need to visit the toilet, so they can be watched going across the hall to the toilets. Staff remind children to handle tools correctly, such as the metal cutlery. These conversations help children to keep themselves safe.

Children are able to access resources by themselves as staff place most items in storage that they can reach. Children are encouraged to ask for equipment that is stored at a higher level. The club has amassed a suitable range of resources for indoor and outdoor play.

Children are able to make some progress in their physical development owing to activities that are on offer for them on each day in the spacious playground. For example, they enjoy energetic ball games. The quantity of physical play equipment available varies as, for example, staff bring out larger quantities from the storage shed during whole day sessions. At those times, children enjoy playing with a wider range of resources, including wheeled toys and den-making equipment.

Staff prepare varieties of foods for children to choose to meet their individual dietary needs. Meal times are social occasions when staff sit or stand close by while children eat. Sometimes, staff talk to children about the choice of healthy foods on offer so they begin to learn about the importance of healthy eating. Staff and children wash their hands after visiting the toilet and before handling food. As a result, children begin to learn about suitable hygiene procedures to keep themselves healthy.

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

This inspection took place because concerns were raised about the suitability of adults caring for children, behaviour management and equal opportunities. The inspection found that the provider has insufficient understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and the requirements of the Childcare Register. Staff receive in- or out-of-house training on child protection to be aware of systems to follow. The designated person for safeguarding attended basic training that enables them to identify, understand and respond to concerns to help safeguard children. However, the management does not record information about identity checks and vetting processes to show that staff are checked to have unsupervised

contact with children. This means that the provider does not meet their responsibilities for safeguarding children.

Although staff use some positive strategies to manage children's behaviour, management do not ensure there is a named and suitably trained person to appropriately advise staff; for example, with regard to children's inappropriate behaviour. This is a breach of a specific legal requirement which has an impact on children's well-being. Furthermore, the equality of opportunity policy does not provide a record of who is the special educational needs and/or disabilities coordinator to inform parents of who to contact for advice and support, should there be any concerns about their child's care, learning or development. This is a further breach of requirements and impacts on children's welfare. As a result of the inspection findings, the provider is required to take further action in order to improve. This is because they are not meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and the associated requirements of the Childcare Register.

The management uses limited procedures to appoint staff, including accepting staff recommended by other providers and only following up telephone references. Basic induction is carried out so that new staff look at the club's policies. Some staff respond to limited support and encouragement to go on training. Although the manager holds a relevant qualification, at least half of all other staff present each day do not hold a relevant level 2 qualification, as required. This means that staffing arrangements do not meet the needs of children to help ensure their safety.

The manager describes how she visited a venue before a recent trip to make sure children could visit safely. Senior staff carry out some recorded daily checks on the play room and outdoors and there is always a staff member indoors and outdoors. However, risk assessment lacks detail and does not include the gap in the playground railings to reduce the risk of children leaving unaccompanied. These weaknesses have the potential to affect the safety of children and result from a breach of specific legal requirements. The risk assessments were raised as an action at the previous inspection and the provider has not taken adequate steps to meet this action. As a result, Ofsted will issue enforcement action relating to risk assessments, which the provider must take in order to improve.

The provider is aware of some occasions on which to contact Ofsted and has some required documents to hand. These include an up-to-date record of children's attendance and a record of incidents. The club has consent and record forms to use when a child requires medication. However, staff do not have a secure knowledge of procedures for completing and keeping records if a child needed medication. This means that staff are not securely prepared to support children's welfare. The provider does not maintain and make all required records easily accessible and available to Ofsted. This has an adverse impact on the club's management so that staff do not always foster children's welfare and they breach a specific legal requirement.

The provider does not have a suitable understanding of the responsibilities in meeting the Early Years Foundation Stage. Management and staff do not always know which children present at the club are within the early years. This means that they are not able to appropriately support and monitor children's learning and development. Self-evaluation is

limited as the provider is unaware of required aspects to include in plans for improvement. Staff have begun to implement the action from the previous inadequate inspection to help improve children's safeguarding. However, risk assessment remains incomplete so that the premises are not secure and therefore children are not safe. This demonstrates the provider has insufficient capacity to sustain improvement.

Partnership working is not adequate. Staff speak to parents to talk about what children have been doing during their time at the club and if there are any issues. However, the provider is not sharing all required information with parents and carers, such as contact details for Ofsted. This means that families do not know how to report any concern they may have. Staff show a positive attitude to forming relationships with teachers at the school children attend. They plan to establish this communication to draw on expertise and provide shared support for children to make progress in their learning and development.

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:

- have effective systems to ensure that any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that: at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (compulsory part of the Childcare Register only)
- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (compulsory part of the Childcare Register only)
- undertake a risk assessment of the premises and equipment immediately, where the need for an assessment arises. Ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- keep records for any medicine administered to any child who is cared for on the premises (compulsory part of the Childcare Register)
- make information about Ofsted's address available to parents. (compulsory part of the Childcare Register).

- have effective systems to ensure that any person caring for, or in regular contact with children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (voluntary 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 only)
- undertake a risk assessment of the premises and equipment immediately where the need for an assessment arises. Ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- keep records for any medicine administered to any child who is cared for on the premises (voluntary part of the Childcare Register)
- make information about Ofsted's address available to parents (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	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	EY368406
Local authority	Bristol City
Inspection number	941778
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	3
Name of provider	South Street Out Of School Club Partnership
Date of previous inspection	06/02/2012
Telephone number	07902 591 376

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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