

# Barney's Club

The Reading Rooms, Fox Street, Great Gransden, SANDY, Bedfordshire, SG19 3AA

<b>Inspection date</b>	02/12/2013
Previous inspection date	20/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
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		4

## The quality and standards of the early years provision

### This provision is inadequate

- The setting is not meeting all the welfare requirements of the Statutory framework for the Early Years Foundation Stage and this has an impact on the learning, development and welfare of children.
- Teaching requires improvement because some staff lack the knowledge, through training, to consistently engage with and support, children in their independent play. This reduces opportunities for children to make good progress in their learning.
- Opportunities for children to gain a greater awareness of other communities, languages and the world around them are not fully explored.
- Self-evaluation has too little impact because it does not include all leaders and managers of the setting to make sure that it always meets minimum legal requirements. The action plan for improvement does not include contributions from staff, parents and children, therefore, is not sufficiently ambitious about improving practice.

### It has the following strengths

- Children can become independent learners because the setting encourages them to make free choices from facilities and help to plan future activities.
- Children may develop an understanding of their own safety because the setting invites them to complete assessments of risk indoors and outside.

## 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 hall.
- The inspector looked at a selection of policies, procedures and information provided by the setting.
- The inspector spoke with the manager and children at appropriate times throughout the inspection.
- The inspector reviewed children's observation and assessment development files with the key person.

## Inspector

Lynne Talbot

## **Full report**

### **Information about the setting**

Barney's Club was registered in 2001 and is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from the Reading Rooms in Great Gransden, Bedfordshire. The setting is managed by a committee and serves the local area and school.

The setting is accessible to all children. There is an enclosed area available for outdoor play. The setting employs three members of childcare staff during term time. Of these, one holds an appropriate early years qualifications at level 3. The setting employs three further staff during school holidays. All of whom, hold playwork qualifications at level 2 or above.

The setting opens Monday to Thursday during school term times. Sessions are from 3.15pm to 6pm. Children attend for a variety of sessions. The after school club also operates a holiday club from 8.30am to 5.30pm.

There are currently 26 children attending; of whom two are in the early years age group. There were no children in the early years age group present for the inspection.

### **What the setting needs to do to improve further**

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

- maintain ratios of qualified staff at all times
- ensure that there is a named deputy who is qualified to take charge in the manager's absence.

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

- implement the supervision and monitoring for all staff to enhance practice and improve the quality of teaching
- extend the educational opportunities for children to understand the world and society around them further by encouraging them to investigate families, traditions and languages and by encouraging further parent involvement to share home languages
- develop self-evaluation to effectively monitor the setting to ensure all legal requirements are met and include all those involved in the setting to focus improvements.

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

Older children show enthusiasm for play and a keenness to attend the out-of-school club. The staff support those children attending to play in mixed age groups during activities to enhance their confidence and support self-esteem. For example, facilities are prepared each day for children, which reflect their current interests and those enjoyed on the previous day. Art activities, which encourage group works, such as making a birthday board, are planned to involve all children. Opportunities for exploring early technology include the use of electronic games and consoles. Children may use their imagination in many activities. For example, the indoor tent invites children to develop role play where they set up an 'Art class' together. Such activities mean that children become inventive and learn to cooperate with others. Some older years children enjoy dancing and small groups bond together 'lost' in their world and enjoying free movement.

The setting provides facilities for children to explore creative media and to write. This means they are able to practise emerging skills. Regular cooking sessions are developed to help children to weigh and measure ingredients, read recipes and consider what happens when different ingredients are mixed together. In this way, they may explore early

mathematics. Children can solve simple problems, such as, designing obstacle courses with guttering and work together on construction projects, such as designing and making a robot from empty boxes and waste materials. The manager and staff introduce children to the cultures in other countries. For example, themed days are planned and they carry out activities linked to those countries, such as, making a gondola and building a replica of the Coliseum in Rome. However, the setting is not yet sharing all children's own family culture and traditions, or inviting parents to share languages used by families at home, to enhance children's interest in each other and the world around them fully.

The setting provides information to parents regarding the Early Years Foundation Stage. Parents use face to face contact with staff to share information and discuss children's progress. Some observation and assessment takes place with basic information recorded to monitor children's progress against the expected milestones. Consequently, parents are beginning to be engaged in the learning programme and children make steady progress towards the early learning goals. However, there are insufficient numbers of qualified staff in the setting, during sessions attended by children in the early years age range. This has an impact on the teaching because some of the staff lack an understanding of the Early Years Foundation Stage meaning that the children's learning is not consistent. Overall, the play facilities and teaching environment allow children to use the skills and knowledge that they have already acquired.

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

There is a key person system operating at the after school club, for children in the early years age group. However, there are insufficient numbers of qualified staff at sessions attended by children in the early years age group. This means that when the manager, the key person for each early years child is absent, the early years children's care is not tailored to their individual needs and abilities. The setting offers introductory visits to children and families at which they review the key person forms that explain the key person role. Staff spend time talking with all children about their day in school and, consequently, they have a sound awareness of the types of activities to offer to children at the end of the day to complement those undertaken in school. This relationship means that children develop secure bonds and attachments with staff that promote their sense of security and foster good behaviour. Staff have a designated place in the school for children to gather together before walking to the setting. They can become familiar with new teachers because they discuss them with older children attending the setting. The setting implement a 'buddy' system for each new child, this helps them to settle quickly and older children take responsibility for others. As a result, children approach any move between classrooms with confidence because they are secure and emotionally prepared.

All children's health is generally supported by regular exercise and fresh air; they have access to the outdoor areas, but this is restricted at present due to the insufficient numbers of qualified staff present during sessions, which has an impact on the supervision possible. Children are provided with a choice from a varied selection of food at tea time and can independently meet their own basic personal hygiene needs and wash their hands before eating. The staff offer them some responsibility during tea time as they help each other to prepare toast, pass round plates and pour drinks for each other.

Children can learn to keep themselves safe through practical daily routines and staff guidance. Regular evacuation procedures help children to learn about keeping themselves safe in the event of a fire. Staff provide opportunities for children to become involved in assessing risks for themselves, and others. For example, they have previously assessed the risks associated with climbing the tree in the garden, and those linked to the scaffolding, which was present in the garden area. Children were encouraged to take this role seriously and wore high visibility jackets, in their role as health and safety officer, during those times. This would support them to make independent judgements with regard to personal risk or risks in the environment. Consequently, children may explore practical methods that help them to understand risk rather than being dependent on the staff to minimise risk for them. As a result, their own understanding of safety and how to manage risks safely is explored.

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

The inspection was brought forward following a notification by the provider regarding staff qualifications. The inspection found that the setting is not meeting the welfare requirements of the Statutory framework for the Early Years Foundation Stage and this has a significant impact on children. This is because the setting is not meeting the requirement for the ratio of qualified staff and does not have a named deputy who is suitable and qualified to take charge in the absence of the manager. As a result, when the single qualified member of staff is absent, some sessions are staffed by a previously employed member of staff and an unqualified member of staff undergoing induction. The cover member of staff is suitably qualified but she has insufficient knowledge of the individual needs of the current early years children. Therefore, she is not able to fully promote their welfare, learning and development. The qualified manager cannot implement the well-planned supervision programme for new staff undergoing an induction. This is because there are insufficient staff to allow her to fully supervise children, indoors and outside and support new staff through their early training. A secure induction programme is in place, but is affected by the lack of qualified staff. Staff demonstrate a sound understanding of safeguarding and the procedure to follow in the event of concern about a child. All visitors must place their mobile phones in a secure place while on the premises. There is a detailed set of policies and procedures in place, which underpins the professional relationship with parents. This helps to protect the children's overall well-being. Employment procedures are secure and ensure that all staff receive appropriate checks and are suitable to work with children.

The setting demonstrates, through their attention to addressing previous recommendations and other initiatives, that they are aiming towards improvement. They seek the views of parents, each year, using a questionnaire. There is a system to carry out staff appraisals to identify staff training needs and update their knowledge. The setting has a hardcopy self-evaluation record and has developed an action plan for improvement. However, the reflective practice does not yet incorporate the views and opinions of all members of the leadership, the staff group, or parents and children. This means that the plans for improvement do not use all information available to identify priorities or set

targets for improvement for better provision for children. In addition, insufficient emphasis is placed on the importance of meeting the welfare requirements within the self-evaluation. As a result, the lack of sufficient qualified staff has an impact on care for children.

In other respects, children are safeguarded. Children are well-supervised as they come to the setting, from the school premises, after school. Staff are vigilant in ensuring that no person may have access to children in their care at any time because there is efficient security in the premises. Clear risk assessments confirm that staff carry out regular safety checks around the premises to eliminate hazards. Visitors must sign the visitors' book; this means that staff and parents are aware of any person not connected with the setting. The manager has developed close relationships between the staff at the setting and class teachers. Therefore, information is shared to support children's well-being and learning and development. For example, clearer information is provided to the school to ensure that all parties know which children are to be collected each day. The setting facilitates collections from school groups; this helps children to participate in extra-curricular activities with their friends. The manager has also provided written information to teachers highlighting children's progress made in the setting each term to assist a consistency in learning for children. The manager and staff are fully aware of the importance of working with other professionals where necessary and can draw on previous experience in other roles to support children and families.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	259707
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	945105
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Barnabas Oley Out Of School Club Committee
<b>Date of previous inspection</b>	20/01/2011
<b>Telephone number</b>	07764 576522

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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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