

Fit Kidz @ St Aidans

The Scout Hut, Lorenzo Way, Hull, HU9 3HF

Inspection date	09/09/2013
Previous inspection date	12/02/2009

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 provider does not ensure the correct number of qualified staff are present when young children are at the club, which results in children's welfare not being adequately promoted.
- The provider does not ensure there is a member of staff with a current paediatric first aid certificate on the premises at all times when children are present, and on outings. This does not adequately safeguard children in the event of an emergency.
- Staff's understanding and knowledge of how to manage children's behaviour is not robust enough to promote positive behaviour. As a result, children's occasional disorderly conduct hinders learning and puts them at possible risk.
- Self-evaluation systems do not effectively identify areas for development to improve the provision and practice.
- Staff lack knowledge of the learning and development requirements. As a result, children lack high quality challenging learning experiences, and therefore do not make sufficient progress.

It has the following strengths

- Children show sound levels of independence. They are willing to engage and experience their choice of play, and benefit from the use of a wide range of play materials.

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 collection routine from the local school as well as snack time and activities in the club.
- The inspector completed a joint observation with the proprietor of the club.
- The inspector looked at a selection of policies and risk assessments.
- The inspector looked at younger children's learning folders, including observations and planning.
- The inspector held meetings with the manager and proprietor.
- The inspector checked evidence of staff suitability, appraisals, development plans and the setting's self-evaluation form.

Inspector

Caroline Stott

Full Report

Information about the setting

Fit Kidz @ St Aidens registered in 2008 and is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It is run by Fit Kidz Limited, a private company. The club operates from the scout hut in premises which belong to St Aidens Church in Kingston-upon-Hull. Children have access to a secure enclosed outdoor play area. Staff collect children from local schools on foot.

The club offers care to children aged from three to 11 years. There are currently 41 children on roll, four of whom are in the early years age range. The club is open during term time, Monday to Friday, from 7am to 9am and 3pm to 6pm. The club is open in school holidays from 7am to 6pm. Children attending a full day session take a packed lunch.

There are six members of staff, including the proprietor and manager. Of these, the manager holds an appropriate early years qualification at level 3 and works directly with the children. The proprietor has a degree and is currently completing a Masters degree. Two part-time members of staff hold qualifications at level 3 and two staff are unqualified. The club receives support from the local authority and is a member of the '4 Children' network.

What the setting needs to do to improve further

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

- ensure at least one member of staff working with the children holds a full and relevant level 3 qualification and at least half of all other staff working with the children hold a full and relevant level 2 qualification
- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present, and accompanies children on outings
- ensure that children's behaviour is managed in a suitable manner and that there is a named person responsible for behaviour management who has the necessary skills to advise other staff on behaviour issues
- ensure high quality challenging learning experiences for all children are offered by identifying and addressing weaknesses in staff's knowledge and understanding of the learning and development requirements, to ensure that children make good progress.

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

- develop further the self-evaluation process to identify areas of weakness.

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

Staff do not provide sufficient challenging experiences for children that are tailored to their individual needs, in order to help them learn and develop in a safe and performance-enhancing manner. This is because the lack of qualified and trained staff to meet requirements has a significant impact on the quality of support children receive to promote their good behaviour and learning. For example, although staff play with and supervise the children, they lack the knowledge of how to extend children's understanding or offer them adequate challenge to meet their needs. For example, children squabble over the chalkboard and are unprepared to share this resource. Although staff talk to the children in question, they are unable to establish a joint approach to find a solution to the conflict in order for the children to work together. Consequently, children's occasional rowdy and unruly conduct hinders learning and places their safety in question.

The club's staff suitably set up the large hall to support children's play across the seven areas of learning. Children have the opportunity to independently explore activities and experiences of their choosing. Children create and describe patterns when using materials,

and count and name shapes. For example, they construct structures and models, following instructions relevantly. This appropriately supports children to learn about shapes through modelling, using everyday mathematical language to explain positions. However, a lack of knowledge about young children's understanding of measure means that staff are unable to purposefully extend their learning through skilful questioning in order to develop their understanding and problem-solving skills. Art and design are aptly stimulated through creative activities. The writing and creativity table is freely accessible with resources, such as, pens, crayons, chalks and pencils, scissors and glue. These activities enable children to explore a variety of materials and techniques acceptably; they experiment with colours and designs, and use scissors safely. For example, children decorate their pictures of 'chicken farms' and cards successfully. This demonstrates that children are offered accessible and open-ended resources to satisfactorily support their explorations and imagination suitably for their age ranges. Literacy skills are encouraged with resources, such as labelling and signs, throughout the building, and wall displays promote children's work.

Children's communication skills are appropriately encouraged as the staff speak to them in a range of situations. Children chatter happily with their peers and older children during snack time and other activities. Staff talk with them as they choose their snack and during their play, such as a game of pool. Older children discuss ideas, organising their activity, and gain additional resources together, confidently discussing their plans. For example, older children request a particular game to play. This means children choose what they do and who they play with, and generally children talk and play appropriately together. However, younger children follow particular staff from one area of play to another but are not incorporated into this play. This means some younger children are left to wander and feel isolated. Consequently, some children lose focus and are not motivated through their interest and shared attention to move their learning forward.

The club invites parents and children to have initial visits at the club, to enable children to meet key staff. This supports a positive relationship with parents and provides opportunities to share information about the club's routines, children's routines and their likes and dislikes. This establishes a valid starting point for staff to build upon. Key persons observe children suitably and these observations describe children's learning and accomplishments, supported with photographs and evidence of children's work. Newsletters, questionnaires and email facilities provide regular two-way communication. Parents are encouraged to view their child's early years folder and to share what they know about their child. This folder contains important information about the Early Years Foundation Stage. This means parents, as a rule, are well informed and can become involved in their child's learning.

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

Children are not adequately cared for in the setting because staff do not consistently apply behaviour management strategies. For example, some children use sticks to hit other children as they walk to the club premises from the school and most children do not listen to the staff. This is because staff have not had sufficient training to consistently manage children's disorderly conduct. Staff are unaware of the setting's behaviour management

policy and, in addition, they do not support children to understand how to keep themselves safe. Furthermore, the provider does not make certain that there is a member of staff with a current paediatric first aid certificate on the premises at all times when children are present. She also does not ensure they are present during all outings and experiences. This means that children's welfare is not sufficiently safeguarded in the event of an emergency.

The club uses the large hall effectively, children are reasonably settled in the setting and all the younger children have a key person. The club uses initial visits to enable parents to discuss young children's needs and interests with the staff. This means that children are supported to make a generally positive attachment to staff. Parents and staff discuss their routines with them when they collect their child. This means that staff have suitable relationships with the children and parents, and parents feel included in their child's day. Children are encouraged to move freely and access their own choice of play from well-organised storage units and cupboards. For example, a group of children occupy themselves with small world play. They negotiate their play, displaying their awareness of life-play scenarios and sequences. This enables children to express their views and request preferences for activities and experiences.

A four-weekly menu displays the wide variety and choices available to children, offering them a healthy snack selection. This promotes an understanding of the importance of a healthy diet. The social experience of snack time offers children the opportunity to engage in communication and discuss what activities are on offer through the session. Children bring a packed lunch for holiday periods. Photographs exhibit how children engage in many activities in the large grounds and parks nearby. Staff encourage children to be independent in their self-care and follow good hygiene practices, especially before eating, which helps to keep them healthy. Drinks are readily available, which children pour themselves to support their independence. Children play outside enthusiastically before entering the club, which they need after a long day at school. This means they gain an awareness of the importance of exercise to maintain a healthy lifestyle and can practise their physical skills and be active.

Children's supervision is monitored through regular head counts and the use of fluorescent tabards as they cross school grounds on their way to the club. Younger children are collected from the reception class and staff discuss the children's day in general with teachers. The manager shares information on children's learning and development with the schools and pre-schools to exchange children's experiences and their interests. These links support children satisfactorily in making the additional transition to the out of school club so that they settle easily with staff who are familiar to them.

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

The inspection was brought forward by Ofsted due to some concerns raised relating to the supervision of children and their behaviour. During the inspection, observations showed that staff's understanding and knowledge of how to manage children's behaviour is not effective enough to promote children's positive behaviour. As a result, children's

occasional disorderly conduct hinders their and others' learning and puts them and others at possible risk.

The provider does not meet the required staff and qualification ratios for the children who use the out of school club. This means that there is a breach of the requirements of the Statutory framework for the Early Years Foundation Stage and the compulsory part of the Childcare Register. Consequently, children are not adequately supervised by appropriately qualified staff. Staff update aspects of their training to enable them to meet some of the children's welfare needs, such as completing safeguarding courses. This means staff have received safeguarding training and have a basic awareness of their role and responsibility if they have a concern regarding a child's welfare and/or safety. All staff are alert for the arrival of visitors and parents. Access is only through ringing the buzzer, maintaining security.

There are appropriate recruitment procedures in place to ensure staff are suitable to work with children. New staff receive adequate induction training so that they are aware of their roles and responsibilities in caring for children. The proprietor completes annual appraisals and offers staff access to a range of training courses. However, since the last manager left, procedures are not being closely followed. For example, the current manager holds a level 3 qualification, although she had allowed her paediatric first aid qualification to lapse. Consequently, staff are not rigorously monitored to ensure they maintain the required up-to-date training, to improve their understanding, knowledge and practice, particularly with regard to behaviour management. This results in inconsistent practice and, at times, children's behaviour is unmanageable. This is also a breach of requirements of both parts of the Childcare Register. The club has completed a self-evaluation of its provision and asks parents for their opinions on the setting through questionnaires. The provider has devised development plans for staff. However, leadership and management is weak because priorities for improvement are not clearly identified.

Partnerships with the school and parents are suitably established as staff drop off and pick up children from the school medical room. Reception children are collected from their room by key persons to ensure their safety. Staff talk with teachers, gathering information about the welfare of children throughout the school day. The proprietor shows a positive attitude to forming relationships with outside agencies, for example, to support children with behaviour issues. They invite visitors into the setting and discuss children's needs. Overall, the club has a suitable partnership with parents and the schools, exchanging information in relation to children's individual care needs.

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 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, and the manager has a qualification at a minimum of level 3 in a relevant area of work (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (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	EY364796
Local authority	Kingston upon Hull
Inspection number	933078
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	41
Name of provider	Fit Kids (Hull) Ltd
Date of previous inspection	12/02/2009
Telephone number	07803 145385

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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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