

Tree House Out of School Club CIC

High Oakham Primary School, Nottingham Road, MANSFIELD, Nottinghamshire, NG18 4SH

Inspection date	22/11/2013
Previous inspection date	30/07/2012

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		3
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 have a sufficient understanding of the safeguarding and welfare requirements, for example, ensuring that they obtain an enhanced Disclosure and Barring Service check for every person who works directly with children, keeping a record of any medication administered to a child and having information about who has parental responsibility for each child.
- Monitoring and supervision of practitioners' practice is weak. The manager is failing to use robust quality criteria to drive and secure improvement, resulting in significant weaknesses not being fully identified and practitioners not receiving coaching and support to improve their practice.
- Practitioners maintain the minimum ratio requirements. However, the deployment of staff does not always meet the individual needs of all children who attend.
- The out of school club has not developed sufficient links with other early years providers, to ensure everyone involved in the care of the child, is fully informed about progress and the continuity of children's care and learning is complemented fully.

It has the following strengths

- The partnership with parents is effectively managed as practitioners are skilled in sharing information regarding the children, ensuring that their care needs are met.

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 playroom and outside play environment.
- The inspector spoke with the provider/manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journal records, planning documentation, a selection of policies and children's records.
- The inspector checked evidence of suitability and qualification of practitioners working with children and the provider/manager's self-evaluation form.
- The inspector took account of the views of parents via the out of school club's recent parent questionnaires.

Inspector

Sue Riley

Full report

Information about the setting

Tree House Out of School Club CIC registered under its current owners in 2012. It operates from a large annexe building located at the rear of High Oakham Primary School in Mansfield, Nottinghamshire. The out of school club serves children from the school and from the local community if places are available. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 234 children aged from four years to 11 years on roll. Of these, eight children are in the early years age group. Children attend for a variety of sessions.

The out of school club is open Monday to Friday during the school term. Sessions are from 7.30am to 8.55am and 3.15pm to 6pm. During the school holidays the club operates from 8am until 6pm, with the exception of bank holidays and during the Christmas holiday period. Six practitioners work with the children. One practitioner has an early years degree and four practitioners have relevant early years or playwork level 3 qualifications. During the holiday periods the out of school club supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure providers obtain an enhanced Disclosure and Barring Service check in respect of every person aged 16 and over who works directly with children
- ensure providers keep a written record each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable
- ensure providers record the following information for each child in their care: information about any other person who has parental responsibility for the child
- ensure staffing arrangements meet the needs of all children and guarantee their safety, with regard to practitioners deployment and ensuring that all children are adequately supervised
- develop appropriate arrangements for the effective supervision of all practitioners. Use the information obtained to ensure that practitioners are fully supported in their roles and responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage.

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

- ensure practitioners discuss with other practitioners and providers as appropriate the support they intend to offer, seeking to complement learning in settings in which children spend more time.

Inspection judgements

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

Children eagerly enter the out of school club after spending the day at school. They soon settle and enjoy their relationships with the practitioners and peers. Practitioners plan a varied range of activities for the children and interact satisfactorily with the children. Practitioners speak with parents before children start to gather information about children's individual needs. They also obtain a copy of the school's 'All About Me' booklet to have a secure understanding of where children are in their development. However, they do not have a good two-way communication system with the children's teachers after obtaining this initial information. Which means they cannot plan experiences for children to extend or complement what they are learning in school. The key person makes regular observations of the children taking part in activities and links these to the areas of

learning. From these, they plan for individual children's next steps in order to move the children on in their development. However, they do not share these with the school to ensure they are working consistently in supporting each child. The practitioners realise children have a challenging day at school and aim to provide activities that enable them to have fun and relax as well as support their learning effectively.

Children develop their small physical skills as they undertake craft activities, for example, as they complete a sticky picture of an elephant, using a range of different resources or using the stencils as they draw their pictures. Practitioners talk to the children as they do their pictures, sensitively asking open-ended questions to make the child think about their pictures and what they are doing. Practitioners set up activities that challenge children's mathematic skills, matching and sorting games and constructing with large and small bricks. Children write their own name on their artwork and form the letters correctly. The younger children concentrate well on what they are doing. They respond well to praise given by the practitioners. Children confidently approach the practitioners for their needs and put their hand up for a piece of fruit at teatime. When playing in the role-play area, the children act out roles that are familiar to them, for example, when playing with the dolls. They have recently been on a bug hunt in the secret garden and created a map of their findings. Practitioners interact well with the children, chatting to them about their day at school. They ask questions that make children think and offer challenge by asking them how they can do things. This means that practitioners use effective teaching methods to support children's ongoing learning.

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

The out of school club has a key person system in place to ensure the youngest children's welfare is suitably managed and consistent links are built with parents. Children have friendly relationships with the practitioners and each other. They confidently chat to practitioners about things that are important to them and receive praise and encouragement for their efforts. This means they gain a strong sense of belonging in the club. There is a suitable range of toys and resources for the children to play with. Children can use an outside play area so they can be active and move freely inside to make choices about what they play with. The overall play environment is attractive, spacious, and well maintained and provides an attractive base for the children's activities. They have use of playing fields and various playgrounds on the school site, enabling a variety of activities to take place.

The younger children behave well in the club. However, the behaviour of the older children does affect the younger children at times. For example, they run around inside, throw and kick the toys and resources around and stand on chairs. This is a breach of the Childcare Register requirements. Practitioners are not consistent in how they manage the older children's challenging behaviour so all children are not learning what is acceptable behaviour. This is a breach of the Childcare Register requirements. Children learn about other cultures and beliefs as they take part in a range of activities to raise their awareness of the wider world. They recently undertook activities around Diwali to raise their awareness and understanding of this celebration. During the school holidays, the out of school club works in partnership with 'Breaks in Partnership' in supporting children with

special educational needs and/or disabilities. Children enjoy their snack and can help themselves to a drink as they become thirsty. Suitable hygiene routines are promoted and young children independently manage their own toileting needs. Practitioners obtain written consent from parents to administer medication when needed. However, they do not keep a record of when they have administered the medication to a child. This practice does not safeguard children and is a breach of the Childcare Register requirements.

Children are beginning to have a clear understanding of keeping safe through participation in fire drills. They recently had someone in to talk about e-safety, covering the use of the internet. Although the required adult to child ratios is maintained for the younger children, at times there are not sufficient practitioners on site to monitor and supervise the older children effectively. This impacts on the overall care for the younger children. For example, when practitioners leave the playroom to go and collect the children from the school's after school clubs or spend time in the kitchen preparing the meal and then the cleaning up after the meal.

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

Safeguarding does not meet requirements. The provider/manager has recruitment procedures in place and retains a well-qualified team. However, they have not carried out the appropriate checks on all practitioners to ensure they are suitable to work with children. This does not protect children and is a breach of the Childcare Register requirements. The designated lead for safeguarding has a clear understanding of the role and all practitioners are well versed in what to do should they have concerns about a child. They have recently recruited a new deputy who holds an early years degree and they are slowly disseminating their knowledge to improve the provision for children. There is now an induction programme in place to ensure all new practitioners are made aware of the day-to-day running of the club. Appraisals of practitioners have been carried out in the past. However, the provider/manager has not yet put into place, consistent arrangements to provide support and coaching for all practitioners. As a result, practitioners do not have a clear understanding of their roles and responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. On a recent visit by Ofsted a number of actions were raised with reference to safeguarding children and the use of social media sites by members of the staff team. As a result of Ofsted's visit necessary changes have been implemented to safeguard children. The provider/manager looked closely at their arrival procedures and have since changed this routine to ensure children are kept safe and secure until the school is a closed site to ensure no-one can enter the site while the children are playing outside. They have updated their safeguarding policy and procedure to include the use of mobile phones and cameras. The provider/manager has also addressed the recommendations made at the last inspection. For example, they now have an induction programme in place for new practitioners, they receive the children's starting points from the school's 'All About Me' booklet. Hence all these changes have made the environment safer for children.

There are well-established partnerships with parents. Practitioners share details of children's well-being, verbally each day. Parents are kept informed of what is happening in

the out of school club through a newsletter that gives them details of activities children are taking part in. Information about the provision is displayed in the entrance for parents to see, keeping them well informed. When children start with the out of school club the parents are asked to complete relevant forms to safeguard the children. However, the provider/manager does not monitor the return of these forms to ensure that they have all the information to meet the safeguarding requirements. For example, the information regarding who has parental responsibility is not in place for all children. This practice does not effectively safeguard all children.

Practitioners meet as a team weekly to improve their knowledge, understanding and practice. The provider/manager has started to evaluate what they provide and has sought the views of the parents, practitioners and children. Parents comment that children love coming, they feel their child has personalised care, that any problems are tackled swiftly by the practitioners. They also state that the practitioners are flexible and go out of their way to help them and that the management is very professional.

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 the registered person has effective systems to ensure that the registered person, the manager of the later years provision and 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 the registered person keeps records of the following and retain them for a period of two years: any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer (compulsory part of the Childcare Register)
- ensure the registered person manages children's behaviour in a suitable manner (compulsory part of the Childcare Register)
- ensure registered person maintains that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children (compulsory part of the Childcare Register).
- ensure the registered person has effective systems to ensure that the registered person, the manager of the later years provision and 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 the registered person keeps records of the following and retain them for a period of two years: any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer (voluntary part of the Childcare Register)
- ensure the registered person manages children's behaviour in a suitable manner (voluntary part of the Childcare Register)
- ensure registered person maintains that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children (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	EY442928
Local authority	Nottinghamshire
Inspection number	942625
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	234
Name of provider	Tree House Out of School Club CIC
Date of previous inspection	30/07/2012
Telephone number	01623 420200

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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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