

4-14 Out of School Club

Stone Youth & Community Centre, Station Road, STONE, Staffordshire, ST15 8ER

Inspection date	16/01/2014
Previous inspection date	23/01/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
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

- Leadership and management is poor. The provider does not fully understand her responsibilities with regards to the Statutory framework for the Early Years Foundation Stage and the Childcare Register. As a result, the club is in breach of several legal requirements which impact upon children's safety and well-being.
- Vetting procedures for all staff are not fully robust as references and appropriate clearances have not been obtained. This compromises children's safety and well-being.
- Systems to supervise and mentor staff are not in place. This results in their training and professional development needs, such as training on the Early Years Foundation Stage not being identified or met.
- Snacks and drinks provided for the children are limited in choice and do not provide them with nutritional or healthy choices, to aid their well-being and their understanding about healthy diets.
- Parents are not kept fully informed about issues which directly affect their children and themselves, such as changes to staffing. Partnership working is therefore compromised.

It has the following strengths

- Staff are kind and caring towards the children which results in them feeling secure and settled during their time at the club.
- A varied range of activities and resources are available to meet the interests of the children attending the club.

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 engaged in activities in the two play rooms.
- The inspector held discussions with the provider of the club, and spoke to children and an additional member of staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked available evidence of suitability and qualifications of staff working with the children.
- The inspector took account of the views of parents and carers spoken to at the time of the inspection and from information included in the club's own parent survey.

Inspector

Sharon Lea

Full report

Information about the setting

The 4-14 Out of School Club was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Youth and Community Centre in Stone, Staffordshire and is privately owned and managed. The club serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The club employs five members of childcare staff. Of these, two hold appropriate early years qualifications, one at level 2 and one at level 3. The club opens, Monday to Friday, during term time. Sessions are from 7.30am until 9am and 3.20pm until 5.45pm. Children attend for a variety of sessions. There are currently 30 children attending, one of whom is within the early years age group.

What the setting needs to do to improve further

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

- ensure that all staff have an enhanced Disclosure and Barring Service check in place before they are left unsupervised with the children
- ensure that references and identity checks are obtained for all staff, in order to demonstrate that safe recruitment practices are being followed
- develop systems to provide staff with supervision and mentoring in order to address their training and professional development needs, including training on the Early Years Foundation Stage
- amend the child protection policy to include the use of mobile phones, cameras and social media, to safeguard the children attending the group
- improve the selection of snacks and drinks provided in order that they are healthy, balanced and nutritious and support children's understanding of the importance of healthy diets
- ensure that appropriate information is shared with parents and carers, for example changes to staffing in the club, in order to keep them well informed.

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

- review and update all policies and procedures in line with the Statutory framework for the Early Years Foundation Stage, ensuring that the contact details for agencies, such as Ofsted are current.

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

The provider demonstrates a satisfactory understanding of the learning and development requirements of the Early Years Foundation Stage. Observations of children in the early years age range are carried out during their play, identifying how their learning could be supported further. The provider then uses this information to support her in providing activities which meet children's developmental needs and respond to their interests, such as drawing and colouring resources which they enjoy. However, other staff in the club do not have the same knowledge and understanding of the learning and development requirements. This results in practice that does not consistently meet the youngest children's needs.

A variety of activities and resources provided at the club, help to support all areas of the children's learning and development. Social skills are promoted through games, such as chess for older children, or for younger children a board game, which also develops their understanding of the world. Children learn to express themselves through creative media and musical instruments available for all ages. Imagination is supported through role-play opportunities, such as playing hair dressers or shops, where mathematical understanding develops through handling money. Physical skills are promoted during ball games in the hall or on the outdoor field. Communication and language feature throughout all of the activities as staff develop conversations with the children during their play. A wide range of available books and writing materials enhance children's developing literacy skills. However, staff at the club appreciate that the children have been at school all day and generally provide them with a relaxing, mostly enjoyable environment where they can play and interact with each other.

Partnerships with parents are generally friendly and welcoming. Settling-in visits are arranged and basic information about the club's activities and policies and procedures is made available to parents. Information is shared by parents about 'Things I like to do' when their child first starts in the club. This is used to provide activities of interest for the children, helping them to settle and feel welcome at the club. Positive links have been made with the local schools which children attend. The provider obtains information from the children's teachers about the current topics they are exploring, in order that this can be supported within the club. For example, children's understanding of the school topic about light and dark is extended by the provider, who explains to the children about how their high visibility vests worn on the walk to and from school, are highlighted in the dark, enabling them to be clearly seen by motorists.

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

Children arrive happily at the club after school and it is evident that they have formed secure friendship groups, enjoying playing and talking together during their time in the club. Positive relationships between the staff and children are also evident and staff demonstrate a suitable standard of care towards them. This is supported through an appropriate settling-in procedure when children first start to attend the group. Parents are complimentary about the quality of care which they have observed that staff provide for their children. The children attending appear to be safe and secure, as they are confident to explore all areas of the club and the activities on offer. However, their sense of feeling safe is misplaced as procedures for ensuring the suitability and vetting of staff are not robust. This results in children sometimes having unsupervised contact with staff whose suitability has not been confirmed; consequently, children's safety and well-being is compromised.

The facilities used by the club are owned by the local authority and are equipped to a high standard. Children have access to a large hall, activity room and a computer room, where older children are able to complete homework if they wish. A range of activities and resources to suit children of all ages are set out prior to the children arriving. This provides

a welcoming environment and enables them to select the activities they would like to do, as soon as they are ready. Activities include games, which encourage children to play together, role play areas, such as a shop and a creative area where children can independently select their chosen resources. An area away from more noisy activities, where children can read books and an area with comfortable seating, support children who need quieter spaces to read or to rest. The activities provided are based upon the current interests of the children and as a result, children quickly engage in play and because they are well occupied, their behaviour is good. This is supported through the staff being appropriate role models to the children, speaking respectfully to them and to one another.

Information is gained from parents regarding children's home background, medical and dietary needs. This is used to ensure that snacks provided meet the dietary requirements of the children attending, in relation to cultural or medical needs. However, the snacks and drinks provided for the children are limited in choice and do not provide them with nutritional or healthy choices, to aid their well-being and their understanding about healthy diets. Feedback from parent surveys identifies that parents would also like their child to have alternative options and for these to promote healthy eating. Children have plenty of space to move around freely at the club and larger, physical activities take place in the hall or on the sports field, weather permitting. Children are escorted to and from the club to school each day, wearing high-visibility clothing which staff explain is so that they can be easily seen outdoors, when it is getting dark. There are established procedures in place to minimise the risk of children getting lost, between the school and the club. Children follow good hygiene routines, washing their hands thoroughly, before they eat and staff follow routine hygiene procedures to ensure that food storage and preparation areas are kept clean and meet health agency guidelines.

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

Leadership and management is poor. The provider does not fully understand her responsibilities with regards to the Statutory framework for the Early Years Foundation Stage and the Childcare Register. As a result, the club is in breach of several legal requirements. While there are sufficient staff with appropriate childcare and first-aid qualifications, vetting procedures for all staff are not fully robust. This is because the manager does not obtain references as part of the recruitment procedures or carry out suitable identity checks. In addition, staff are allowed unsupervised contact with children before their Disclosure and Barring Service checks have been received. This compromises children's safety and well-being and is a breach of the legal requirements of both registers. Staff have sufficient understanding of how to recognise and respond to signs of abuse, demonstrating their ability to protect children should they be at risk of harm. Risk assessments are in place to ensure that the environment and the walking bus to and from school promote children's safety. Procedures to ensure that the building is secure and that children, staff and visitors are signed in and out ensure access to the club is monitored. However, policies and procedures have not been updated to ensure that they fully meet the requirements of the Statutory framework for the Early Years Foundation Stage. For

example, the safeguarding policy does not include the safe use of mobile phones and cameras within the club.

Systems for the manager to supervise and mentor staff are not in place. This results in their training and professional development needs, such as their lack of knowledge about the Early Years Foundation Stage, not being identified or addressed. Staff attend basic training including safeguarding, first aid and food hygiene. However, there are no training plans in place to further develop their professional knowledge and skills. This limits their understanding of the learning and development needs of the youngest children attending the club and how to provide appropriate opportunities to support these. Weak reflection on practice has resulted in several breaches of requirements. In addition, actions raised at the previous inspection have not been fully addressed, resulting in continued weaknesses in the provision. For example, the manager has still not addressed the training and development needs of the staff.

Parents provide information about their child's individual needs and interests when they first commence at the club. Daily verbal information is exchanged between staff and parents when children are dropped off or collected. A parent notice board and termly newsletters keep parents informed about forthcoming activities taking place in the group and monthly policies for them to review. The manager has introduced an effective system to share information and messages between the schools that the children attend and their parents. She regularly talks informally with the teachers of the children attending the club, exchanging information about activities taking place in school, to support the children's development. This aids a smooth move between the club and the local schools which children attend. However, parents are not always informed about issues which directly affect their children and themselves, such as changes to staffing.

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 all persons caring for children are suitable to do so, through obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that all persons caring for children are suitable to do so, through obtaining an enhanced Disclosure and Barring Service check (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	EY244643
Local authority	Staffordshire
Inspection number	923737
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	30
Name of provider	Nancy Fallows
Date of previous inspection	23/01/2013
Telephone number	07595539028

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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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