

South Parade Day Care & Out of School Club

South Parade Primary School, Fildes Street, GRIMSBY, North East Lincolnshire, DN31 1TU

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| Inspection date | 13/01/2014 |
| Previous inspection date | 20/08/2013 |

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The quality and standards of the early years provision

This provision is inadequate

- Children's safety is compromised through poor risk assessments. Checks on the outside area have failed to identify a weakness with the locks on a gate, resulting in a child being able to leave the setting unsupervised. Staff have also failed to conduct thorough checks on resources to ensure they are safe for children to use.
- New safety precautions have recently been introduced to the outside area, with further precautions still to be introduced. The setting have therefore not had enough time to ensure they effectively work and are embedded into practice to ensure children's safety.
- Staff do not always effectively supervise students to ensure they do not have unsupervised access to children. This results in children's safety not being maintained.
- Management have failed to monitor the effectiveness of the supervision of children and the implementation of the settings policies and procedures to ensure children are kept safe and well.

It has the following strengths

- Good teaching results in children actively engaging in a wide range of hands-on learning experiences, which are planned around their individual developmental needs. In addition, effective information sharing with parents regarding children's next steps, provides opportunities for them to contribute to their child's development.

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 the outside learning environment. She also looked at the baby room and the first floor room used for older children.
- The inspector held meetings with the manager of the setting and she spoke to the nominated person, staff and children when appropriate during the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Melanie Arnold

Full report

Information about the setting

South Parade Day Care & Out of School Club was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises in the grounds of Ormiston South Parade Academy, in Grimsby, Lincolnshire. The setting is run by the governors of the school. The setting mainly cares for children under three years and can provide care for children over the age of three years, however, these children come under the provision of the school. Children are cared for in separate rooms according to age and there is an enclosed area available for outdoor play.

The setting employs 19 members of childcare staff and a cook. Of these, one holds a degree in early years, three hold foundation degrees, 14 hold appropriate qualifications at level 3 and one holds an appropriate qualification at level 2.

The setting opens Monday to Friday all year round, apart from bank holidays and the week between Christmas and New Year when it closes. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 123 children attending the whole provision, with 86 of these children in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- conduct more thorough risk assessment checks on toys and resources to ensure they are initially safe and suitable for children to use and to ensure their continued suitability
- ensure risk assessments are more robustly and consistently implemented so that potential hazards are continually identified so that action is taken to minimise the risks posed to children, with specific regard to ensuring the continued security of the outside area
- ensure staff fully supervise students so that they do not have any unsupervised access to children
- ensure the new security procedures which have already been put into place and which are still be implemented and include the fitting of new locks, actually work and are embedded in practice to maintain a secure outdoor environment for children to safely play
- monitor the effectiveness of the implementation of the settings policies and procedures to ensure they are being consistently and robustly used by staff and ensure supervision of children is always effective to keep children safe and well.

Inspection judgements

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

Teaching is good, resulting in children engaging in a wide range of hands-on learning experiences which are planned around their interests and developmental needs. Each child's key person monitors their key children's progress from their starting points. From this information they confirm children's current levels of achievement and they also ensure each child is making good progress within all areas of learning. Staff evaluate this information every six weeks as they identify and plan individualised next steps for each child. This planning sheet is shared with parents, which enables them to continue to support their children's progress at home and to share pertinent information back with staff about children's achievements in these areas. This effective partnership working enables everyone to be fully involved with children's ongoing learning and development. Each child's key person then updates the weekly play and activity plan, ensuring purposeful learning experiences are delivered to all children. Staff also work closely with outside agencies to support the inclusion of children with special educational needs and/or disabilities. Individualised education plans and one-to-one care where needed, provide these children with targeted support to fully promote their skills and development. This

results in all children making progress from their starting points, preparing them well for future learning at school.

Babies benefit from messy play experiences, providing them opportunities to investigate and explore using their senses. They enjoy touching and feeling the paint on their hands when they paint pictures. Staff continually talk to younger children, reinforcing lots of language as they discuss what is happening as they play. Adult-led language and listening activities provide older children with opportunities to learn to listen, identify and to communicate the sounds they hear. For example, a member of staff uses a spoon and cup to make a noise with, which is out of sight of children as it is in a sack. This provokes children's interest as they actively listen and are encouraged to identify what is making the sound. A child identifies it sounds like a cup of tea. Staff reinforce that it does sound like she is making a cup of tea. Children's communication skills are further promoted as they are encouraged to verbalise items they then pull out of the sack, with staff questioning them about their chosen resources to extend the language they use. For example, when a child pulls a face cloth out of the sack, the child identifies it is cloth. Staff ask what the cloth is for and another child identifies it is for cleaning faces. Children enjoy singing activities, recalling simple songs from memory as they join in. Their physical skills and co-ordination are promoted as they learn to stack and build a tower out of large bricks. Staff introduce toddlers to numbers as they count how many bricks they are using. The activity is skilfully differentiated for slightly older children as staff introduce them to the concept of size by encouraging them to build the tower as big as they are. Children freely access a good range of developmentally appropriate toys and resources to meet their needs, both inside and out. Staff enhance the environment for children by setting out a range of activities for them to access each session. This creates a welcoming, stimulating environment where all children thrive as they actively learn through play.

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

Children are happy and settled as staff display care and consideration to meet each child's individual needs. Settling in sessions and the gathering of clear information before children begin at the setting, results in children building secure bonds and emotional attachments to their key person which helps them to feel secure in their surroundings. Transition arrangements are a strength of the setting as the child's key person shares pertinent information with the child's new key person or the next setting, which enables the continuation of children's care, learning and development. Pre-visits to the next room when children move through the setting, help children to feel emotionally secure before they make this transition. The outside play space is a shared area with the adjoining school Foundation Stage One class, providing clear opportunities for children to become familiar with the school staff. During the term before children move up to school, they are allowed to visit the school classroom when they are playing outside, where they sometimes have their snack. They are also encouraged to use the toilets within school, which again helps children to become familiar with the school environment, providing them with confidence to move to the new provision with ease.

Children's good behaviour is promoted through the use of positive reinforcement. Staff offer regular praise and encouragement to build children's confidence and self-esteem.

Children are learning to play cooperatively with their peers, with staff planning specific activities to further develop younger children's skills in this area. All children engage in daily outdoor play opportunities, promoting their well-being and physical skills. Through the provision of healthy meals and snacks and discussions, children are encouraged to learn about the benefits of healthy eating. Children develop good hand washing practices as part of the daily routine, developing independence with their health and self-care skills as they get older. Children tend to play safely and while staff try to promote children's awareness of safety issues, they are actually given a false sense of security. This is because weaknesses with safety and security procedures have not been identified quickly enough by staff, resulting in children being put at risk.

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

The setting promotes children's learning and development well, however, they have failed to meet the safeguarding and welfare requirements in all areas. This places children at risk of harm. This inspection was brought forward following a notification from the setting that a child had left the confines of the outside play area and wandered off down the road. Staff quickly responded to this incident and fortunately the child was found safe and well a few minutes later. The setting have met their legal responsibilities to notify Ofsted of this significant event which compromised a child's safety. They are conducting their own internal investigation and have found that one of the gates possibly has a faulty lock. Procedures have been implemented to prevent this incident from occurring again and the setting are also planning to completely replace the faulty lock to ensure the outside play space remains fully secure. However, as this is a recent occurrence and as some further improvements have still to be made, the setting have not yet embedded these procedures into practice to confirm that they effectively work to maintain a secure setting. Although the setting conduct risk assessment checks on the outside area, these are not thorough, consistent or robust. Staff detail the different ways in which they test the gates to see if they appear secure. However, these checks failed to identify that a locking mechanism which secured the lock was missing, resulting in staff not knowing whether the gate was actually secure or not. Overall, risk assessment checks throughout the setting are weak. Staff do not effectively check play resources once they are in circulation as they deem the item to have already have been checked for suitability. They then fail to effectively check these resources, through ongoing risk assessment, to ensure their continued suitability. This results in children playing with some inappropriate resources, which are not safe. For example, a child injured themselves on a large serving spoon which they were playing with out of the treasure basket. The child was appropriately comforted and their injury was treated by a member of staff. Staff confirm the item which the child had been playing with, had been checked through their cleaning and risk assessment process. However, it had not been identified that this item posed a potential hazard to children as it had a slight point on the end and the edges to the spoon were not smooth but quite sharp to the touch. Risk assessments therefore lack rigour, resulting in action not being taken to minimise all potential hazards, which puts children at risk. Staff do follow some other safety precautions to keep children safe in other areas. For example, staff are knowledgeable about child protection procedures and they work in partnership with outside to safeguard children from the risk of abuse and neglect. Secure recruitment and

vetting procedures are in place, which check and confirm the suitability of staff working with children. The setting have students on work placements and they confirm that they do not have any criminal cautions or convictions by asking to see the students copy of the Disclosure and Barring Service (DBS) check. As full suitability checks are not carried out on these students to robustly verify their overall suitability, they are not allowed to have unsupervised access to children. However, staff do not always fully supervise the students, resulting in some occasions where they do have unsupervised contact with children. This minimises children's overall safety and well-being.

Children are cared for by a qualified staff team, resulting in them being provided with good teaching and learning experiences. The management team monitor the educational programmes well to ensure all children achieve within the seven areas of learning. Performance management systems, including the use of peer observations, supervisions and appraisals, are used well in some areas to support the continued development of staff, with regard to the delivery of the educational programmes. The setting's targeted improvement plans have recently been focused on the development of teaching and learning, which is having a positive impact on children as they are making good progress. However, there has been less of a focus on the effectiveness of the safeguarding and welfare requirements, resulting in several breaches of requirements in these areas. Management have failed to monitor the effectiveness of supervision of children and the implementation of the setting's policies and procedures, to ensure children constantly remain safe and well. Partnership working with parents and other providers is a strength of the setting. Staff continually exchange information with parents to ensure children's individual needs are met. Children with special educational needs and/or disabilities are integrated into the setting and enabled to make progress because staff work closely with all people involved with the child. All parents receive clear information about the child's daily care through written diary sheets and verbal communication. As each parent receives an individualised planning sheet containing their child's next steps for learning, this provides them with opportunities to become involved in their child's ongoing learning. Parents mainly comment positively about the staff and the care and learning their children receive. The complaints procedure is fully shared with any parent who is unhappy with the setting. The manager ensures all complaints are investigated and parents are provided with an outcome of the setting's investigation as they work together to resolve issues.

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 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)

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).
- ensure that a child is unable to leave the premises unsupervised except where the childcare is open access childcare, or 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)
- ensure that all necessary measures are taken to minimise any identified risks (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

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|------------------------------------|--|
| Unique reference number | EY286019 |
| Local authority | North East Lincolnshire |
| Inspection number | 950290 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 74 |
| Number of children on roll | 123 |
| Name of provider | South Parade Primary School Governing Body |
| Date of previous inspection | 20/08/2013 |
| Telephone number | 01472 326466 |

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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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