

Victoria Out of School Club and Playcentre

Windmill Youth Centre, Messenger Road, SMETHWICK, West Midlands, B66 3DX

Inspection date	13/02/2014
Previous inspection date	05/07/2012

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

- Staff vetting procedures are not robust, information about references and appropriate clearances are not recorded. This compromises children's safety and well-being.
- Staff records are not accessible, available or kept on site and information about staffs' qualifications is not recorded. Therefore, the suitability of staff cannot be ensured.
- The provider has not notified Ofsted of changes to the person who is managing staff providing the childcare, or the recruitment of a new play leader.
- Systems to supervise and mentor staff are not in place. This results in their training and professional development needs not being identified or met.
- Staff have a poor understanding of the learning and development requirements and how to work in partnership to complement children's learning. This results in children not being sufficiently challenged or enthused.

It has the following strengths

- Staff are kind and caring, the emerging key person relationships result in children being settled and feeling secure.

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 playroom and shared kitchen.
- The inspector held a meeting and discussions with the provider's nominated person, the play leader and staff throughout the inspection, when appropriate.
- The inspector checked evidence of suitability and qualifications of staff working with children and a range of other policies and documents.
- The inspector looked at children's records and planning documentation.

Inspector

Kim Barker

Full report

Information about the setting

Victoria Out of School Club and Playcentre was re-registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from one room at a Youth Centre in Smethwick, West Midlands and is managed by SAPA. The club serves the local catchment area and is accessible to all children. The premises has a ramp for wheelchair access. There is an enclosed area available for outdoor play.

The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. During school term times, the out of school club opens Monday to Friday from 2.30pm until 6pm and the play centre is open from 3.15pm until 6pm. During school holiday the out of school provision is open from 8am until 6pm. Children attend for a variety of sessions. There are 120 children on roll; of these, one is in the early years age group. The 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 that all staff have a Disclosure and Barring Service check in place, to guarantee the suitability of adults who have contact with children
- ensure that references and identity checks are obtained for all staff, in order to demonstrate that safe recruitment practices are being followed
- ensure that information about the qualifications and training of staff is recorded, to confirm that the requirements of their roles are met
- ensure all records are readily accessible and available and kept on site, to maintain safe and efficient management of the setting
- 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
- ensure staff plan an educational programme that is sufficiently challenging, linked to children's interests and complements the learning children achieve at school
- develop partnership working with the schools where children attend to enable a regular two-way flow of information between providers in order to support their progress.

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

The play leader demonstrates a basic understanding of the learning and development requirements of the Early Years Foundation Stage. However, staff do not regularly observe and assess where children are in their learning. Consequently, educational programmes are not adequately implemented to support individual children in making as much progress as they can. For example, resources set up, do not offer opportunities for children's learning and development across all seven areas of learning. However, staff find out about children's interests, likes and dislikes and use this information to plan activities. Before children arrive, staff set out the playroom with a variety of toys and equipment that is suitable for the age range of those attending. Generally, staff are experienced at working with children, recognising that they have had a busy day at school and so their choices are paramount. Staff actively encourage children with their homework, listen to children read and sign homework diaries. However, there are no opportunities to complement activities

or coordinate children's experiences with those they receive in school.

Staff are not yet skilled at observing children. Some planning is in place, but it is not effectively linked to observations or assessments to support children's progress in reaching the next steps in their learning and development. There is a satisfactory exchange of information between parents and the club. For example, a basic 'all about me' sheet is completed and is used by staff to plan activities. Children continue to share their personal interests and regularly contribute towards planning for their learning. For example, children point out to staff when they still have planned activities to complete.

Staff engage children in activities linked to planning from an interest or theme. For example, using Valentine's Day as a focus for supporting friendships, staff use their skills to support across many areas of learning and development. A display being created from messages on hand shaped, skin tone paper, include 'love is all about taking care of each other'. Children are encouraged to use their existing skills to decorate a paper basket, using decoupage. As children take turns to pour melted chocolate into moulds, they discuss shape and consistency. They also discuss how the basket will hold the chocolate as a Valentine's gift. This coordinated experience promotes communication and language, physical and personal, social and emotional development.

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. Positive relationships between the staff and children are also evident and staff demonstrate a suitable standard of care towards them. The emerging key person system promotes their emotional development. For example, children ask where their key person has been when they return from some time off. The children attending appear to be safe and secure, as they are confident to explore 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. Other aspects of their safety, such as the security of the premises are positive and the staff ensure that procedures are followed for visitors and equipment and resources are safe and suitable before use.

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 take part in. Activities include a large dolls house, furniture and figures, which children play imaginatively with others, promoting communication and language. An area away from more noisy activities is available, where children can play computer games with comfortable seating and an area where children can do their homework. This supports children who need quieter spaces to concentrate 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 appropriately 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 activities and snacks provided meet the dietary requirements of the children attending, in relation to cultural or medical needs. Regular opportunities to encourage physical development through scheduled gym sessions, such as football or in the enclosed outdoor area, weather permitting, are organised by the staff team. Children's safety is supported as they are escorted to the club from school each day, by staff. Children sign themselves into the club when they arrive to record their attendance, encouraging using mathematics in everyday language. Children are encouraged to follow good hygiene routines, washing their hands thoroughly, before they take part in a cooking activity, having snack and after using the toilet.

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

Leadership and management is poor. The provider does not fully understand their 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, confirmation of their appropriate childcare, first-aid qualifications, safeguarding certificates and vetting procedures, cannot be assured as records are not held on site. There is no evidence that recruitment procedures, vetting or suitability checks have been carried out. This compromises children's safety and well-being and is a breach of the legal requirements of both registers. Appropriate staff records are not held in the club, which is a breach of the requirements of the Early Years Foundation Stage and the Childcare Register. The provider has not followed the correct procedures for notifying Ofsted about changes to persons associated with the club. The persons include line management responsibility, who do not work directly with children and a play leader, who has previously had vetting and suitability clearances for another setting. This is a breach in requirements for the Early Years Foundation Stage and of the Childcare Register. A file containing the organisation's relevant policies and procedures is kept in the club and is accessible to staff and parents. Leaders and staff, when questioned 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 or should an allegation be made against a member of staff. Visitors are required to sign the visitor's book, which further safeguards children. Staff are deployed appropriately to ensure children are safe as they move around the premises.

Although staff receive a scheduled annual appraisal from a delegated line manager of the provider. 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. Since the last inspection, some progress has been made recommendations have been tackled. However, leaders have yet to identify an effective process to plan relevant and motivating learning experiences for each child. Therefore, ongoing work is required to further improve the quality of teaching and learning experiences for children.

Self-evaluation is poor and fails to ensure that children's needs are met. Methods used by the staff team to review and improve practice lack rigour. The provider does not have a clear picture of the strengths and weaknesses of the setting and priorities for improvement are not successfully identified. The club provides after school services for three local schools. However, opportunities to complement children's learning and development that takes place in school are limited. Therefore, children's learning and development is not fully supported. There are appropriate partnerships with other professionals. For example, the staff team welcome regular visits from the local authority, early years development worker who supports their professional development.

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 there are 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)
- inform Ofsted of the appointment of a new manager and nominated person of a childcare provision (compulsory part of the Childcare Register).
- ensure there are 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 that at least one person has successfully completed a qualification at a minimum of level 2 in an area of work relevant to the childcare (voluntary part of the Childcare Register)
- inform Ofsted of the appointment of a new manager and nominated person of a childcare provision (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	EY441700
Local authority	Sandwell
Inspection number	870615
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	120
Name of provider	Sandwell Adventure Play Association Committee
Date of previous inspection	05/07/2012
Telephone number	08453521275

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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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