

Les Enfants @ Claydon Primary School

Claydon Primary School, Lancaster Way, Claydon, IPSWICH, IP6 0DX

Inspection date	16/09/2013
Previous inspection date	24/11/2009

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		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 lead practitioner in safeguarding does not understand their responsibility for liaising with local statutory children's services agencies and of informing Ofsted of issues and as a result, children are not always provided with the support they need.
- Appraisals are not effective and do not identify that staff do not have sufficient skills to support children to manage their behaviour. As a result, children's safety is put at risk and their individual needs are not met.
- Staff do not follow appropriate procedures when they have a concern about another member of staff, demonstrating their lack of understanding of safeguarding policies and procedures.
- Children are not adequately protected from the inappropriate use of mobile telephones or cameras as staff do not know the content of the policy.
- The key person system is not effective in working in partnership with parents as parents do not know who their child's key person is or the role of the key person.

It has the following strengths

- Staff provide a range of enjoyable activities, which are based on the interests of children and as a result, they are keen to take part.

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 indoor environment.
- The inspector carried out a tour of the premises, including the outdoor area.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day of inspection and information included in the self-evaluation documents.
- The inspector carried out a joint observation with the play leader.

Inspector

Moira Oliver

Full Report

Information about the setting

Les Enfants @ Claydon Primary School was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the nursery area within Claydon Primary School and there is a fully enclosed area available for outdoor play. There were no early years children present at the time of the inspection.

The after school club opens Monday to Friday, term time only. Sessions are from 3.20pm until 6.20pm. Children who attend the after school club are also able to attend a holiday club, which is run by Les Enfants and meets in Dale Hall School in Ipswich. There are currently 48 children attending, who are within the early years age group.

The club employs two members of childcare staff. Both hold appropriate early years qualifications; the manager has a degree in Early Childhood Studies and the play worker is qualified at level 3.

What the setting needs to do to improve further

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

- take the appropriate action in the event of an allegation being made against a member of staff and ensure all staff understand their responsibility towards safeguarding children and follow the policies and procedures
- ensure that the lead practitioner for safeguarding understands their responsibility for liaison with local statutory children's services agencies and with the Local Safeguarding Children Board to ensure all children are fully supported
- ensure that all staff have the skills and knowledge to deal with challenging behaviour issues and to know where to access expert advice if necessary
- ensure that regular and effective staff appraisals are carried out to identify training needs and secure opportunities for continued professional development
- ensure that staff and parents are aware of the content of the policy to safeguard children from inappropriate use of mobile telephones and cameras and that it is fully effective
- ensure that every child is assigned a key person to offer a settled relationship and to become familiar with the setting and build a relationship with parent. Inform parents of the name of the key person and explain their role.

Inspection judgements

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

On the whole, children enjoy their time at the club and take part in a range of activities. However, on occasions, their emotional security is disrupted by other children's behaviour, affecting their learning, development and enjoyment in the setting.

There were no early years children present during the inspection. However, records were available to show that staff take time to get to know children and sit with them to complete information about their interests, family members and pets. Staff make regular observations of children's play and use these to assess their learning and development and to plan interesting activities for children, following their interests. Staff involve children in the planning and ask for suggestions of activities. For example, children get excited about the planned movie evening and there is lots of discussion about which films they want to watch. Children will take a vote to ensure that the choice of film is fair. Many children enjoy cooking and regularly make biscuits, cakes and pizzas, which they eat for tea.

Staff get involved in children's play and ask questions, encouraging children's communication skills. They chat happily as they play with staff and their peers and talk about their day at school or their weekend. Staff talk to parents about children daily to find out what their abilities are to help them to make progress. Information is also shared with the teachers in the school to ensure they receive a consistent approach that complements their learning in school.

Children are keen to get involved in arts and crafts and make cards with tissue paper flowers for their mothers and spooky pictures with glitter. They join in with group games as they ask the other children questions as they guess the name of the famous person that they have stuck on their foreheads. They cooperate well when building with the large blocks as they make a house that they can crawl into.

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

On the whole, children behave well and know the simple rules of the club. However, staff do not have sufficient skills and strategies to support children who demonstrate challenging behaviour. As a result, children occasionally do not feel safe as staff struggle to support them to express their feelings in a safe way. Staff talk to children about being kind to others and about acceptable behaviour. However, staff try to sort children's problems for them by separating them or putting activities away. They do not encourage children to find solutions for themselves to support them to manage their own behaviour.

Staff are kind and caring towards children and interact with them well. They take time to get to know them, providing them with good levels of attention. However, the key person system is not effective. Staff are in the process of deciding key person groups as the lists they have are from last term and do not include the new children. As a result, children are not allocated with a key person when they start the club to help them to become familiar with the setting. Therefore, parents are not aware of who their child's key person is and relationships are not supported from the beginning. This does not support children's transitions from home well.

Children learn about healthy diets and can access fresh fruit from the fruit bowl when they come into the club. They help themselves to drinks from the jug on the table to ensure that they are not thirsty. They enjoy the tea, which is cooked on the premises. Staff introduce children to a variety of healthy foods and encourage them to add their own ideas to the menu. Children discuss foods that are good for their teeth as they eat the salad vegetables and share experiences about visits to the dentist and wobbly teeth. Staff have a positive attitude towards diversity and often explore a range of foods from other countries and cultures. For example, they recently had a Mexican week where they tried a range of foods and introduced children to hot and spicy dishes, such as chilli.

Children learn about keeping themselves safe as they wait in their classrooms for staff to collect them at the end of the school day. They take part in regular fire drills and know what to do in the event of a fire or evacuation. They learn about personal care and

hygiene as they are encouraged to wash their hands before eating and help to clean the tables. They have opportunities most days to play in the fresh air and have space to run, jump and climb in the outdoor area, supporting them to develop their physical skills.

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

Children are not adequately safeguarded as staff do not have a sufficient understanding of the setting's policies and procedures and as a result, do not follow them fully. The lead practitioner for safeguarding does not have a clear understanding of their role and fails to liaise with the appropriate agencies to seek advice and help to enable children to receive the support they need. In addition, significant incidents are not always reported to Ofsted, which is an offence not to do so. Staff have attended safeguarding training, however, they do not follow appropriate procedures when they have concerns about other staff and therefore, do not protect children adequately. The policy for the appropriate use of mobile telephones and cameras has just been written and staff have not had a chance to read it. As they do not know the content, it is not effective in helping staff to keep children safe. Recruitment procedures are satisfactory and ensure staff are suitable to care for children, induction procedures are also in place to familiarise staff with the setting.

Staff professional development is not fully supported as appraisals are not carried out regularly and are not effective in identifying weaknesses in practice. Staff identify courses and workshops that they would like to attend. However, they are not always proactive in arranging these to ensure they have the skills and knowledge needed to support all children.

The setting has a new staff team, who are keen to make improvements and reflect on their practice as they identify areas for improvement. They are developing the registration forms to ensure that they cover all the required information to help them to support children to settle. This will support staff to plan appropriately to meet children's needs more effectively. Staff have addressed the recommendation in the last report and use self-evaluation as a tool to identify an action plan for improvement.

Risk assessments are carried out and daily checks take place to ensure the premises are secure. Security locks on the main door ensure that unauthorised persons cannot gain entry. The school have put a bolt on the garden gate to ensure that children cannot leave unattended.

New staff are getting to know parents, who state that they are friendly and approachable. Parents comment that their children are much happier to attend recently and enjoy their time at the club. They say they are kept well-informed and are happy with the care their children receive. Links with the school are effective and they share information about children to ensure a consistent approach. Staff have an understanding of the learning and development requirements and plan suitable activities to support children to make progress.

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:

- implement the procedures to be followed for the protection of children, intended to safeguard the children being cared for (compulsory part of the Childcare Register)
- ensure that children are kept safe from harm (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- implement the procedures to be followed for the protection of children, intended to safeguard children being cared for (voluntary part of the Childcare Register)
- ensure that children are kept safe from harm (voluntary 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	EY358957
Local authority	Suffolk
Inspection number	936004
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	48
Name of provider	Alison Linton
Date of previous inspection	24/11/2009
Telephone number	01473 423 264

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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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