

Goxhill Out of School Club

Goxhill CP School, North End, Goxhill, BARROW-UPON-HUMBER, South Humberside, DN19 7JR

Inspection date	06/03/2014
Previous inspection date	12/03/2012

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

- Children are not safeguarded as the setting does not adhere to and implement their sound recruitment procedures to ensure the suitability of staff.
- Staff have limited knowledge of the seven areas of learning, which results in them not being aware of children's level of achievement. This prevents staff from providing children with good play based learning opportunities as the quality of teaching is poor.
- Links with other providers are not in place to ensure information relating to children's progress and next steps is obtained and shared. This results in staff being unable to complement and extend the learning experiences children receive.
- Performance management systems are weak, resulting in staff not developing their skills through effective coaching, mentoring and training.
- Improvements have not been made since the last inspection and poor self-evaluation results in the setting not driving and securing improvements in all areas to ensure children benefit from quality care and learning.

It has the following strengths

- Older children act as positive role models helping younger children to develop and learn appropriate health and self-care skills.
- Parents confirm that their children are happy within the setting and they receive some clear information each day about how their child has been.

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 children's play inside.
- The inspector spoke with the staff and children at appropriate times throughout the inspection. She also held a meeting with the manager.
- The inspector looked at relevant records, including children's observational assessment records and planning.
- The inspector checked evidence of the qualifications and suitability of the staff.
- 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

Goxhill Out of School Club is committee run and is registered on Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from a purpose-built, integrated services building within the grounds of Goxhill Primary School, in the rural village of Goxhill near Barrow-upon-Humber, North Lincolnshire. The setting is accessible and is used by children from the surrounding areas, with priority given to children attending the school. Children have access to enclosed outdoor play areas that include the school playground and playing field.

The provision is open weekdays during term time, providing a breakfast club from 7.40am until 8.55am and an after school club from 3.30pm to 6pm. Subject to demand, a holiday play scheme operates from 7.40am until 6pm Monday to Friday, with the exception of bank holidays. There are currently 85 children on roll, 21 of whom are within the early years age range. The setting employs five core staff who regularly to work at the setting and two casual members of staff. Of these, the manager holds an appropriate qualification at level 4 and four staff hold appropriate early years qualifications at level 3. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- ensure the settings recruitment and vetting procedures are adhered to at all times, with specific regard to conducting interviews on prospective staff; seeking references when staff are employed; and recording the Disclosure and Barring Service disclosure reference number, the date it was obtained and details of who obtained it
- ensure staff develop a good knowledge of the seven areas of learning so that they fully understand children's level of achievement and can more effectively support each child's ongoing development through purposeful play based learning experiences
- develop links with other childcare providers to ensure information regarding children's progress and next steps is obtained to enable staff to compliment and extend children's learning further
- conduct regular supervisions and appraisals to monitor the practice of staff so that they receive more effective coaching, monitoring and specific training so that their skills and knowledge is continually enhanced.

Inspection judgements

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

Children's learning and development is not effectively promoted. Although children have fun as they access and play with the developmentally appropriate toys and resources, staff fail to provide them with good quality, purposeful learning experiences. Teaching is weak because staff lack awareness of the seven areas of learning, resulting in them not being aware of children's level of achievement. Observational assessments do not monitor and track children's progress within each area of learning. This prevents staff from supporting each child's ongoing development through purposeful play based learning experiences. Staff have failed to develop links with other providers who are the main childcare providers of children. This is a continued failure by the setting as this was raised as a recommendation at the previous inspection. As information relating to children's progress and next steps is not being obtained and shared, this prevents staff from complementing and extending the learning experiences children are receiving in their other settings. All of this hinders the progress children make in preparation for school.

Staff communicate with children as they play and interact together and they provide some adequate activities and experiences following children's interests. For example, children like to draw and write at the drawing table and they have fun using their imagination when playing with the cars and garage. Younger children like to play computer based interactive games with older children, developing their interest in technology. Some children sit at the table sorting beads out into the different colours they need to create an animal picture. They concentrate and carefully arrange these beads onto their board as they create their pictures. One child in particular sits for an extended period of time as they enjoy this activity. Their friend remains at the table with them, chatting to them as they wait for them to finish. The children laugh and enjoy each other's company, showing they have a secure friendship base.

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

Early years children are cared for by a designated key person, resulting in each child showing confidence and security in their surroundings. Staff know children's basic individual care needs quite well as they respect and value each child in line with their backgrounds. This helps children to form secure emotional attachments to staff. Children relate generally well to staff and they socialise and interact with their peers. Although all children mix and interact well regardless of age, younger children predominantly show more secure friendships with children of similar ages. Children's good behaviour is promoted and encouraged by the kind, caring staff team, who also support children to develop their independence and confidence. This supports them with making their transition to school. As most staff also work at the adjoining school which children attend, this also helps them to feel emotionally secure as they move between settings.

Older children act as positive role model, supporting and encouraging younger children's awareness of developing good health and hygiene routines. For example, when older

children are helping to serve snack, they ask younger children if they have remember to wash their hands. When one child identifies they have not done this, they advise the child to do this before they can have snack. This helps children to develop their health and self-care skills. Other children sitting at the table are able to explain that they have to do this to get rid of the germs. Children engage in regular outdoor play, providing them with opportunities to be active as they develop their physical skills. Although children report that they feel safe within the setting because staff look after them and they practise things like fire evacuation procedures, their safety is actually compromised. This is because secure recruitment procedures have not been followed by the setting to ensure children are cared for by suitable individuals. This results in children being provided with a false sense of security.

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

The management team are failing to ensure the requirements of the Statutory framework for the Early Years Foundation Stage and the requirements of the Childcare Register are met. Improvements have not been made in all areas as previous recommendations raised at the last inspection have not been addressed. For example, continued failings in implementing the settings sound recruitment and vetting procedures results in children being put at risk. New staff who have been employed since the last inspection have not been through the settings interview process and reference checks have not been undertaken on them. A Disclosure and Barring Services check has also not been recorded for one of the staff who worked at the setting during the holiday period. Although these staff are not the regular staff who work every day with children, these continued failures do not safeguard children. This is because the management team has failed to fully verify the suitability of all staff who work with children. The manager and staff team work closely together to ensure children are continually supervised. Risk assessments are used to ensure all areas accessed by children are safe and secure. Staff closely monitor the entrance to the setting as they recognise that the door release button is accessible to the children. Staff continually reiterate to children that they are not allowed to use the button, even if they recognise the person waiting at the door. Children learn to respect this rule and boundary, which maintains a secure environment. Staff are knowledgeable about child protection procedures, which helps to protect children from potential harm in this area.

The majority of staff hold recognised childcare qualifications and first aid certificates. However, regular appraisals and supervisions to monitor the practice of staff are not robustly undertaken. This results in staff not receiving effective coaching, monitoring or training to continually support them in developing their skills and knowledge. The whole setting, including the educational programmes is not being effectively monitored through robust and effective self-evaluation. This results in the setting not driving, securing and maintaining improvements in all areas. Partnership working with other providers is weak resulting in continuity of care and learning not being promoted. Staff work in partnership with parents to ensure children's basic care needs are met. Information relating to children's daily care is shared with parents through discussion. Parents comment positively about the setting, confirming their children are happy and that they feel staff are approachable.

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 systems to ensure that 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; is of integrity and good character; and has skills and experience suitable for the work (compulsory part of the Childcare Register).
- implement systems to ensure that 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; is of integrity and good character; and has skills and experience suitable for the work (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	EY291170
Local authority	North Lincolnshire
Inspection number	820087
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	85
Name of provider	Goxhill Out of School Club. Committee
Date of previous inspection	12/03/2012
Telephone number	01469 530743

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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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