

# Star Club 2000 Ltd

Christ Church C of E Primary School, Derwent Road, LANCASTER, LA1 3ES

## Inspection date

12/03/2014

Previous inspection date

13/07/2011

## 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

- The manager and staff have insufficient knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. Consequently, there are breaches of the learning, development and welfare requirements, which have a negative impact on children's progress and welfare.
- Staff are not adequately supporting children's learning and development by complementing their learning at school.
- The key person system is ineffective and parents do not know who their child's key person is. The individual care and learning needs of children are not tailored to fully support their emotional well-being.
- The management team has not established a programme of appraisals and supervision of staff. This results in a lack of support, coaching and monitoring of staff performance and practice, with too little focus on supporting children's learning and development.

### It has the following strengths

- Staff provide a safe and welcoming environment, which helps children to relax and have fun with their friends after a busy day at school.

## 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 spoke with the owner/ manager of the club, staff and children during the inspection.
- The inspector looked at documentation relating to the running of the club, including policies, risk assessments and children's records.
- The inspector observed activities undertaken in the hall and outside in the school playground.
- The inspector took account of parents' views during the inspection.

## Inspector

Linda Shore

## Full report

### Information about the setting

Star Club 2000 Ltd was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Christ Church C of E School in Lancaster and is privately owned. The club serves the host school and is accessible to all children. It operates from the school hall, information and communication technology suite, Year 3 classroom and the learning zone. There is an enclosed area available for outdoor play. The club employs three members of childcare staff. Of these, one holds an appropriate early years qualifications at level 3 and two at level 2. The club opens Monday to Friday, term time only. Sessions are from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 33 children attending, of whom four are in 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:

- improve knowledge of the Statutory framework for the Early Years Foundation Stage to ensure that all of the legal requirement are met to fully promote children's learning, development and welfare needs
- implement an effective key person system to build relationships with parents and ensure that every child's learning and care is tailored to meet their individual needs and support their emotional well-being
- improve staff's knowledge and understanding of the learning and development requirements and ensure that they support individual children's progress fully by complementing their learning at school
- put into place clear systems for the appraisal, coaching and supervision of staff, so that this has a positive impact on children's care and learning.

### Inspection judgements

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

Managers and staff do not have sufficient knowledge and understanding of how to support children's learning and development and therefore, the quality of teaching is poor. There is no system in place to ensure that children's learning in school is complemented at the club. Staff carry out some planning. However, the lack of information gathering and assessment means that staff do not always identify and meet the learning needs of individual children. Therefore, they are not effectively supported to make progress as

activities are not always precisely matched to their needs.

Due to the lack of an effective key person system, information gathered from parents when their children begin at the club is minimal. Staff share information with parents, that said, staff are friendly and approachable and provide a broad range of activities for children to choose from.

Children's communication and language skills are promoted through conversations, for example, at snack time children and staff talk about their day at school. They learn about the wider community as they get involved in fundraising events. Children enjoy exploring the woodland area of the playground and their physical development is well supported through active outdoor play. Children have opportunities to use the school computer suite and this promotes their skills in technology. They enjoy drawing and expressing their creativity and choose from a large range of board games. Children generally initiate their own play and staff supervise them and offer support if needed.

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

Staff are welcoming, friendly and caring and children show they are confident and happy with them. Although, the manager takes the lead for all children in the early years there is no working key person system in place for individual early years children. This means that there is a lack of continuity of care and no system for gathering and sharing comprehensive information about children's well-being with the school and parents. Some information is exchanged verbally but this is not done consistently. Therefore, children are not fully supported in their transitions when moving between the school and club. Staff are, therefore, not effectively complementing what children are learning at school during the day.

Children enjoy fresh air and exercise everyday. They have opportunities to develop their physical skills and hand to eye coordination as they master the art of throwing a ball through a hoop and kick into a net. Staff encourage children to have healthy snacks, which further supports them to develop an understanding of the importance of healthy lifestyles. Children are encouraged to be independent and manage their own personal care needs, such as washing their hands after using the toilet and before eating.

Children are generally happy and enjoy their time at the club and are able to help themselves to their chosen activities. Resources are varied and children develop their confidence as they make choices about their play. They behave very well and respond positively to staff, who are strong male and female role models. Consequently, children know what is expected of them as they follow the positive example set by staff. Children learn to take risks as they balance on the fallen tree in the playground. They also demonstrate that they are learning to keep themselves and others safe as they remind each other to be careful they do not slip on the slippery part of the log.

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

Leadership and management of the out of school club is inadequate. The manager is not sufficiently familiar with the Statutory framework for the Early Years Foundation Stage document and does not, therefore, fully understand the responsibilities to meet all of the relevant legal requirements. This results in some breaches of the learning, development and welfare requirements, which have a negative impact on children's progress and welfare. There are appropriate recruitment and vetting procedures in place to ensure the suitability and safety of staff to work with children. However, the manager has not put in place systems to provide ongoing support for staff. Appraisals do not take place and supervision of staff is minimal. This results in a lack of support, coaching and monitoring of staff performance and practice to ensure the needs of all children in the early years age group are met. The manager's professional knowledge and understanding is not fully effective in ensuring all aspects of the Early Years Foundation Stage are understood and consistently applied. This results in care and education practices being variable and on occasions, inadequate. The manager is aware of the need for a key person system. However, no key person system is in place to tailor the individual care and learning needs of all children and to fully support their well-being and development.

The manager and staff have undertaken safeguarding training and have a sound understanding of how to safeguard children. Staff are able to identify signs and symptoms that would cause concern and they know the correct procedures to follow as a result. There is a safeguarding policy, which has been updated to include guidance about the use of cameras and mobile telephones in the setting. Daily records, such as attendance registers and accident records are suitably maintained. Risk assessments are used to identify and address any risks before children arrive, therefore, keeping children safe. The manager does not plan activities for children that complement their learning during the day at school. Staff do talk to the school staff at handover time and record any messages or incidents for parents. However, this focuses mainly on care needs and does not include information about children's individual learning needs. There is no system for monitoring the educational programmes. Managers and staff, therefore, do not have a clear knowledge of how they can best support them to maximise their learning.

Parents report that their children enjoy attending the out of school club and are settled and happy. They receive verbal feedback from staff about their children's well-being when they collect them at the end of the session. However, they are not aware of a key person system. Therefore, links with parents are not strong enough to ensure that children's individual needs are fully identified and met. Self-evaluation is not undertaken to clearly identify the strengths and weaknesses of the provision. Recommendations from the previous inspection have not been implemented, resulting in insufficient improvements in the standard of care and learning for children who attend. The manager is, however, prepared to work with the local authority early years advisor to address the weaknesses and strive to ensure future improvements in the care and education provided for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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

<b>Unique reference number</b>	EY415312
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	875557
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Star Club 2000 Ltd
<b>Date of previous inspection</b>	13/07/2011
<b>Telephone number</b>	0152460955

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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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Piccadilly Gate  
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