

School's Out

Welford Primary School, Welford Road, BIRMINGHAM, B20 2BL

Inspection date

Previous inspection date

04/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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 provider has not ensured that all staff working with children are suitable to do so by implementing rigorous checks. Therefore, children are at risk in the club.
- Risk assessments do not indicate the potential risks in the environment and how these are minimised to keep children safe.
- Staff do not give clear priority to children's safety, for example, during some indoor activities they are at risk.
- Staff who prepare food do not hold food hygiene qualifications.
- Supervision arrangements are not in place to guide staff in making improvements in their practice to support children effectively.
- Parents do not receive information about the food and drinks provided in the club for their children.
- The daily record of attendance is not accurately maintained and the certificate of registration is not displayed in accordance with requirements.

It has the following strengths

- Staff have some understanding of the procedures to be followed if they have concerns about children in their care.
- The partnerships with parents and other professionals are generally good and contribute positively to meeting children's needs.

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 checked evidence of suitability and qualifications of staff working with children.
- The inspector held discussions with the provider and spoke with staff and children.
- The inspector looked at a wide range of documents including policies, children's records, staff's records and risk assessments.
- The inspector observed activities in the care room.

Inspector

Adelaide Griffith

Full report

Information about the setting

School's Out opened in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from Welford Primary School in the Handsworth area of Birmingham. The club serves the children who attend the school. Children are cared for in the school hall, one classroom and a portacabin in the grounds of the school, and have access to an enclosed outdoor play area.

The club opens five days a week. Sessions are from 7.30am to 9am and from 3.30pm to 6pm. Children attend for a variety of sessions. There are currently six children on roll who are in the early years age group. There are five members of staff working directly with the children. Of these, one has a qualification at level 4, and four hold level 3. The club receives support from the local authority.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to;

provide information that shows all staff who work directly with children are vetted, to ensure children are not at risk.

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

- ensure staff understand and follow procedures for assessing risks to children's safety during activities, and implement effective measure to keep children safe at all times during indoor and outside play
- ensure all staff involved in the preparation and handling of food receive training in food hygiene to promote children's physical well-being effectively
- make arrangements for the supervision of staff to improve their skills in delivering the Early Years Foundation Stage requirements, in order to ensure all children are supported effectively in all aspects of their care and learning
- make information available to parents about the food and drink provided for children, to ensure they know in advance what is served on a daily basis
- maintain a daily record of attendance with accurate information to show when children are on the premises
- ensure the certificate of registration is displayed to provide information for parents and carers

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

Staff's understanding of the Early Years Foundation Stage is limited, therefore they do not accurately identify those children who are in the early years age range. Consequently, there is insufficient understanding of how to meet each child's individual needs. In spite of this, staff plan activities to promote children's learning by following their interests and generally providing a suitable range of activities. Children have opportunities for interactive games and operate simple equipment confidently. Consequently, their small muscle skills are developing appropriately. Children maintain concentration by looking at

pictures and ask staff for guidance when they are challenged. They enjoy making circular marks on paper and focus on play with programmable toys, which they use on their own. Staff engage children in conversations about the books they read, promoting their language skills. Children demonstrate their well-developed language skills as they talk in complex sentences to express their thinking.

Staff are clear about what children can do at the start due to discussions they have with parents and teachers. They monitor children's development with the use of tracker documents that show how children are making progress. This information is shared regularly with the teachers in the school. They provide feedback about children's care and the methods used to manage behaviour effectively. These are also shared with parents to ensure there is continuity across the settings and the home. Key persons provide guidance for parents so they can continue some specific activities at home. For instance, they discuss bedtime routines and how parents can promote dental hygiene with children. Therefore, children are supported to develop self-help skills, which are reinforced in the club. The room is welcoming due to lots of natural light and a fair range of good quality resources that promote all areas of learning. As children are already at school, the focus in working with them is to complement their learning in the classroom. For example, children make steady progress in the prime areas of learning. They have well-developed language skills, they mix with children in older age groups and they have opportunities to develop their physical skills.

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

Children's well-being is ineffectively promoted due to the risks arising from safeguarding issues. Children enjoy their time in the club, where staff interact positively and support them to form strong bonds of attachment. They settle easily because the arrangements for moving into the club are managed competently. For instance, there are some discussions with parents and the school so staff generally know about children's care needs. Therefore, they are at ease in the club and remain comfortable in the environment. Staff often encourage children to share during play and this means that they learn the boundaries of behaviour. Children grow more self-assured and seek support by asking staff to assist. For example, they seek support to use equipment. Children eat well and generally learn about healthy options. A range of foods, including fresh fruit and raw vegetables, are available on some days. The provider is focused on promoting an inclusive environment where children's cultural needs are recognised. For instance, through the provision of some specific foods, children's dietary requirements are addressed. Children help themselves to water, which is stored within their reach. Most staff who are involved in the preparation of meals have not completed the relevant training. This means that children's physical well-being is compromised.

Children have opportunities to play outside daily when they learn to take sensible risks on apparatus in the playground of the nursery school, which is next to the club. Staff give clear messages about the effects of physical play on their bodies and they encourage children to run around indoors on occasions. However, the boisterous play around the chairs and tables poses a risk to children's safety when they bump into furniture and each other. Therefore, children are not learning how to keep themselves and others safe

throughout all activities. The noise level in the club is at times very high and does not foster a calm atmosphere in an otherwise pleasant environment. Children form friendships, play well with peers and have opportunities to mix with older children. Consequently, they develop secure interpersonal skills. They are learning to take responsibility for aspects of their care by attending to their personal hygiene. They demonstrate clear understanding of waiting their turn to wash hands after meals. The welcoming environment and the availability of resources ensure children feel at home in the club.

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

The leadership of the club is weak and the management of the club do not promote children's well-being effectively. Although staff have an understanding of their responsibility to protect children if there are concerns, the safeguarding arrangements are not secure. The provider has not ensured that all staff are suitable to work with children. For instance, adequate recruitment and induction procedures are in place, but some staff are not vetted. Therefore, children are at risk in the club. There is uncertainty about which children are in the early years age range. This is mainly because the staff lack a clear understanding of the Statutory framework. Consequently, children's individual needs are most likely to be met by default, and not because practice is rooted in clear knowledge. The daily record of attendance does not accurately show the times children are in the club. The certificate of registration is not displayed and risk assessments do not identify potential hazards linked to the use of the environment. These are breaches of the requirements of the Early Years Foundation Stage and also of the Childcare Register.

Regular team discussions ensure the staff have opportunities to review activities and discuss routines. However, staff do not have opportunities to discuss their individual practice because supervision sessions are not held. For example, some staff have experience of working with children in the early years age range in other settings. However, at this stage all staff have not developed their understanding to support children to achieve their full potential in the club. This is because staff are not always guided to improve what they do in their work to support children. Staff have some opportunities to maintain their professional development, for example, by taking responsibility for specific roles. The deputy manager is booked onto the designated senior persons course in preparation for the child protection role. Other staff have had training, for example, in asthma awareness. The manager and staff work generally well with parents and maintain a two-way flow of information to clarify children's needs. For instance, staff discuss methods to promote children's good behaviour in the home and share information about children's diets. At the initial contact, the provider ensures parents receive information about the running of the club, including the activities offered. However, parents do not receive information about the menu and therefore do not know in advance what their children might eat. Consequently, information sharing is not secure to ensure parents are aware of practices that affect their children. The partnership with other professionals, such as the school, is well established. Staff share information on a daily basis and discuss how children can be best supported.

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 no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (compulsory part of the Childcare Register)
- ensure a risk assessment of the premises and equipment is undertaken and that all necessary measures are taken to minimise and identified risks (compulsory part of the Childcare Register)
- display the certificate of registration on the premises on which childcare is provided (compulsory part of the Childcare Register)
- ensure no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (voluntary part of the Childcare Register)
- ensure a risk assessment of the premises and equipment is undertaken and that all necessary measures are taken to minimise and identified risks (voluntary part of the Childcare Register)
- display the certificate of registration on the premises on which childcare is provided (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 | EY468474 |
| Local authority | Birmingham |
| Inspection number | 933903 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 20 |
| Number of children on roll | 6 |
| Name of provider | Dorothy Dixon |
| Date of previous inspection | not applicable |
| Telephone number | 07788831874 |

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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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M1 2WD

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