

# St. John Fisher Catholic Out of School Club

St. John Fisher Catholic Primary School., Melrose Road, PINNER, Middlesex, HA5 5RA

<b>Inspection date</b>	02/12/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	4
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

- After school management have a poor understanding of the safeguarding and welfare requirements, resulting in several breaches of legal requirements. These include failure to notify Ofsted of a change of managers and having an insufficiently qualified manager and staff.
- Staff induction is not robust enough to ensure all staff fully understand their roles and responsibilities; this compromises children's safety.
- The key person system is not robust enough to plan for children's individual needs; children with English as an additional language do not always receive appropriate support.
- Staff do not always have prior knowledge of the number of children attending the setting on a daily basis. Therefore they are not always able to plan appropriately to meet children's needs effectively.
- The self-evaluation systems are not robust enough to ensure the club identifies and targets key weaknesses to meet all the legal requirements.

### It has the following strengths

- Children are well behaved, interact well with each other and enjoy their time at the club.

- Parents are positive about the club and feel their children are safe and have fun.

### **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 and routines in the main play area.
- The inspector talked with the staff and some children during the inspection.  
The inspector looked at a sample of available documentation, such as the children's register, staff rotas and checks, safeguarding children policies and procedures and a local authority audit.
- The inspector took account of the views of all the parents of the children present, through discussion on the day of the inspection.
- The inspector held discussions with the provider/manager and discussed aspects of their self- evaluation and staffing.

### **Inspector**

Carolina Montesinos

## **Full report**

### **Information about the setting**

St. John Fisher Catholic Out of School Club opened in 2002 and operates from the main hall in the school and has access to the school's playground. The school is located in a quiet no-through road in Pinner, in the London Borough of Harrow. It is close to local amenities and is well served by public transport links. There are six children in the early years age range attending, alongside a number of children in the older age groups. The setting supports a number of children with English as an additional language. The club provides before and after school care. Hours of operation are from 7.40am to 8.45am and from 3.15pm to 6pm. The club opens five days a week in term time and there are 10 members of staff working various hours during the week. The majority of staff are unqualified although there is one member of staff qualified to level 6 and two qualified to level 3.

### **What the setting needs to do to improve further**

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

Following an inadequate inspection Ofsted considers enforcement action against the provider that sets out what they must do in order to comply with requirements in an agreed timeframe. This provider resigned their registration before Ofsted made any decision about enforcement action. Should the provider reapply in the future the outcome of this inspection may be reviewed when assessing their suitability.

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

- improve the key person system to ensure that children have the opportunity to build secure relationships with a consistent member of staff by increasing staff knowledge and understanding of their role to make sure all children's individual needs are met
- improve the induction process by providing adequate training, which results in staff having a clear understanding of their roles and responsibilities in line with the statutory framework
- foster a culture of continuous improvement by developing the self-evaluation process to monitor staff performance, identify and address key weaknesses and to include the opinions and views of the staff children and parents
- ensure staffing arrangements are robust by improving the information available prior to children attending each day in order to plan to meet children's needs at all times.

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

Children's progress in their learning and development is insufficient because staff do not give enough attention to meeting children's individual needs. For example, children who are learning to speak English as an additional language do not always have opportunities to see visual aids or have easy access to multilingual resources to support their development of English. Staff do not always realise that this would support children in their learning which shows a limited understanding of how support and intervention help to ensure children make progress. Therefore, children are not adequately supported in their acquisition and development of language. Nonetheless, children have access to a variety of games and activities set up by the staff on tables and the floor; for example, an

activity using beads to make patterns, play dough, construction toys and train tracks. Children can also use the school information and communication technology suite and the outdoor space, weather permitting. Children play calmly and have good interactions with each other. Staff demonstrate limited teaching skills and adopt mostly a role of supervision. They do not always engage with children to support their learning or closely link activities to the children's individual needs. For example, young children are seen to float between the different activities, playing mostly independently with little support from staff. Additionally, when talking to a child's key person about the child's interest and about planning to meet their needs, the key person gives generic answers. These mostly describe what the child is doing at that moment, but show very little knowledge of the child's learning and development. Staff do not observe children or assess their progress and cannot explain how to support the children in their care. Staff talk about activities they do with the children and present a couple of folders with pictures of children's activities, however these are at least one year old. The majority of staff work with the children in school. However they do not use their previous knowledge of the children to build upon the learning they receive at school. As a result, children's learning is not effectively extended.

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

Overall, children enjoy their time at the after-school club. They are familiar with all the staff as these adults are also part of the school staff team. Staff supervise children's play and are kind to all the children. Staff encourage children to choose their activities, which supports children's independence. For example, children comment that they do a lot of drawings. There is a key person system in place. However a lack of understanding of this role means that there is little consistency in who the key person is for each child on a daily basis. This is because of staff shift patterns which means that the key person assigned to each child is dependent on who is working on the day. Therefore, although the staff work at the school the children attend, in practice the key person system is not consistent enough to allow key staff to get know the individual children well in this setting. . Information as to which children attend the setting on a daily basis is ad hoc. For example, children who are collected late from school are sent to join the after-school club rather than be kept waiting in school. Therefore staff are not always aware of the number of children who attend on a daily basis. At the time of the inspection, the leader of the club could not give exact attendance numbers because of this. She commented that this was because some children only come for half an hour and some had just left. Therefore, at times it is not always possible to make appropriate arrangements for sufficient staff to be present. Although this did not present as a problem on the day, there is the potential for children's needs to not be adequately met using this method of registering children. Parents feel staff communicate concerns and are vigilant with the children; staff will report and record any accidents children have during the session. There is a noticeboard where key information for parents is on display. This includes a fire evacuation procedure and the safeguarding children policy and procedures. All staff have received safeguarding and first-aid training, and are able to demonstrate understanding of what to do if they have

concerns about a child in their care. Staff risk assess the environment where children play to help keep them safe and free from harm. Children learn about being healthy as they have regular access to physical exercise and the recently acquired new equipment for the outdoor area. Also, children bring a snack from home, which follows the school policy on healthy eating.

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

The provider has failed to inform Ofsted of a significant event regarding a change of manager at the setting. It is a requirement to do so. On this occasion Ofsted does not intend to take any further action. However, this demonstrates there is a lack of understanding of the legal requirements of the Early Years Foundation Stage and the Childcare Register requirements. As a result of this weak understanding, there are further breaches of the requirements, showing that leadership and management of the club are inadequate. The provider does not meet the requirements for staff qualifications because despite having many years working in childcare, one of the named after-school-club leaders does not hold any relevant early years qualifications. Additionally, the majority of the staff working with the children do not hold relevant qualifications. This constitutes a failure to meet the legal requirements for staff qualifications and training, which was also an action set at the previous inspection. As a result, Ofsted will take enforcement action, which the provider must do in order to improve. The provider holds half-termly meetings with the leaders of the out-of-school club, where practice is discussed and carries out observations of the staff. In addition, there is a whole-school process for yearly appraisals with a six-month review meeting. However, the process of induction and identification of staff training needs is poor; therefore, staff do not have access to an adequate training programme. For example, staff report that their induction process consisted of a brief chat with the provider. As a result, staff have very little understanding of their roles and responsibilities in meeting the requirements of the Early Years Foundation Stage. As a result, the club is not meeting the needs of young children. This affects the overall outcomes on the children's well-being and their learning and development. The provider includes the after-school club in the school development plan, organises meetings to seek the views of the parents, and the club receives support from the local authority early years team. However, the self-evaluation systems and improvement plans do not always identify weaknesses in practice and are not robust and specific enough to help ensure children's individual needs are consistently met.

### **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 that Ofsted are informed of the appointment of a new manager (compulsory part of the Childcare Register)
- ensure that the manager has a qualification at a minimum of level 3 in a relevant area of work, and at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (compulsory part of the Childcare Register)
- ensure that Ofsted are informed of the appointment of a new manager (compulsory part of the Childcare Register)
- ensure that at least one person has successfully completed a qualification at a minimum of a level 2 in an area of work relevant to the childcare (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

<b>Unique reference number</b>	EY236728
<b>Local authority</b>	Harrow
<b>Inspection number</b>	814465
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	50
<b>Name of provider</b>	London Borough of Harrow
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 8682961

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted’s website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

