

Dore Kids Club

Dore Primary School, Furniss Avenue, SHEFFIELD, S17 3QP

Inspection date	20/03/2014
Previous inspection date	05/05/2009

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		2
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 club does not implement sufficient measures to safeguard children's welfare, therefore, children are put at risk.
- The committee has a poor knowledge of legal requirements. As a result, they do not understand their role in ensuring that children are safeguarding and their welfare is promoted. This has a negative impact on outcomes for children.
- Recruitment procedures are not sufficiently robust. Reference checks have not been undertaken on all members of staff, to fully verify their suitability. This results in the safety of the children being compromised.
- The programme of appraisals and supervision of staff is not effective. This results in a lack of support, coaching and monitoring of staff performance, practice and professional development.
- Ofsted have not been notified of the manager's circumstances or of the change of the nominated person.

It has the following strengths

- Children are very motivated to engage in activities, which support them to make good progress in their learning and development. This is because staff provide a wide range of stimulating experiences, which are based upon children's individual interests.

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 staff and children interacting during activities.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of staff and safeguarding procedures.
- The inspector held meetings with the deputy manager and the nominated committee representatives.
- The inspector spoke to parents to obtain their views on how the club meets the children's needs.

Inspector
Ruth Moore

Full report

Information about the setting

Dore Kids Club Ltd was registered in 2008 as a limited company and is committee managed. The club provides a service solely for children who attend Dore Primary School. The club is based in the school dining hall. Children also have access to the school hall and an enclosed outdoor play area. There are currently 74 children on roll, of whom 10 are in the early years age group. The club operates each weekday from 3pm to 5.45pm during term time only. There are eight staff employed to work with the children, four of whom have a level 3 early years qualification and one is working toward this.

What the setting needs to do to improve further

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

- ensure the staff and committee are fully trained and understand the safeguarding policy and procedure, so that they recognise and take immediate action if there are concerns about a child, and implement appropriate strategies to keep children safe, such as ensuring that a record of visitors is maintained and that mobile telephones are not used inappropriately
- improve knowledge of the Statutory framework for the Early Years Foundation Stage to ensure that all of the safeguarding and welfare requirements are met and children's needs are addressed in full
- implement a system of robust recruitment procedures to support the safeguarding of children and staff in the club
- improve the effectiveness of supervision and appraisals so that staff receive the mentoring, coaching and training they need in order to improve their knowledge and skills and promote ongoing professional development.

Inspection judgements

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

Teaching is good despite significant weaknesses in implementing the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Staff have a very good knowledge and understanding of how to complement children's learning at school because they work very closely with the school teachers to identify and provide individual support for children's learning. Children are actively encouraged to voice their interests. This supports the planning of activities, which provide good levels of challenge appropriate to the children's ages and stages of development.

The club provides a calm and welcoming setting for the children who attend after school. There is a broad range of resources, which are purposeful and appropriate for the age of the children. The staff ask the children what they want to play with and also provide a variety of resources to ignite their interest. Children are encouraged to think of ideas about how they could use them, which helps children to explore ideas, learn from each other and to take part in shared thinking. This supports children's communication and critical thinking skills. It helps to motivate children to take part in new experiences and to learn through trial and error. It also ensures activities are purposeful and developmentally appropriate. For example, the craft table has a large collection of materials including glue, coloured paper, scissors, coloured furry balls of varying sizes, eyes and glitter. After a discussion between the children and a member of staff, the children decide they want to make caterpillars. Whilst the activity takes place, the member of staff asks open-ended questions which encourage the children to be imaginative and enhance their language skills. For instance, 'what will we need to make a caterpillar?' and 'has anyone seen a caterpillar?', 'can anyone tell me about caterpillars?' The children enjoy showing others their caterpillars and ask each other's opinions, demonstrating friendly behaviour towards each other. There is a strong emphasis on promoting the children's social development. Children of different ages play games together, such as board games and football, and even the youngest are active participants, positively encouraged by the staff. This enhances children's self-confidence and skilfully supports the growth of self-esteem.

Parents are suitably involved in children's learning. They provide information about their children's likes, dislikes, preferences and capabilities, which enables children to settle into the setting very well and progress in their learning and development. Parents spoken to feel well informed about their children's progress through a variety of ways. For example, daily verbal information is shared about their children's progress between the parents and the children's key workers.

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

Staff are warm and friendly and help all children to feel included. Consequently, children are fully engaged in the activities on offer and are active participants in the club, growing in confidence as their ideas and wishes are valued and supported. They are happy and form positive relationships, and the younger and older children play well with each other. For example, an effective assigned key person system, which parents and carers are made aware of, ensures staff help children to develop their confidence and feel valued. Children are happy and confident as they eagerly move around the club, making independent choices about what activities they would like to take part in. This supports their emotional well-being effectively and promotes smooth transitions for children from school and their home. The staff are good role models with clear explanations as to why challenging behaviour or comments are inappropriate. Any unwanted behaviour is calmly dealt with, while positive actions are praised and encouraged. All of this means children are developing a good sense of social responsibility and a sense of self-worth.

The staff collect the younger children from their classroom in school to go to the club and the children move from one to the other with ease. They feel secure because the staff get

to know them before they attend the club, and work with the teaching staff closely to provide continuity and consistency.

Children are supported to develop a good understanding of the importance of a healthy lifestyle. They have fun taking part in vigorous play opportunities in the fresh air. For example, playing on the school field, which has good outdoor resources including a jungle climbing frame, and an outdoor theatre. In addition, sports equipment is readily available and is eagerly used each day. The balanced range of tasty food provided for snack helps children learn about how to maintain a healthy lifestyle. Children increase their understanding about health and hygiene through established daily routines. For example, they learn to wash their hands after creative play and prior to eating food. Through play and routines children are developing a good understanding of how they can keep themselves safe. For example, children know to wear brightly coloured bibs when outdoors and use an electronic monitoring system for when they want to leave the room to go to the toilet. Fire drills are practised regularly so that children have a good knowledge of what to do in an emergency situation. However, a number of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are not met. This is in relation to child protection, safer recruitment procedures and informing Ofsted of significant events. Staff lack enough understanding about how to safeguard children and systems for ensuring the suitability of staff are not robust enough. Consequently, children's feelings of safety and security are not fully justified.

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

The leadership and management of the club are inadequate. The committee have an extremely poor understanding of the legal requirements and their roles and responsibilities managing the club. As a result, the club is failing to meet the legal requirements as set out in the Statutory framework for the Early Years Foundation Stage. This has resulted in several breaches of the requirements, which have a detrimental effect on children's safety. The management committee has not notified Ofsted of a change in the nominated person or of the manager's circumstances. This is an offence. It is also a breach of requirements of the Childcare Register. Staff have been subject to a Disclosure and Barring Service check. However, details of the Disclosure and Barring Service checks for all staff are not recorded in the setting and are not easily accessible or available for inspection to ensure children's safety. Several staff have completed safeguarding training and a policy is in place. However, there is insufficient understanding of safeguarding procedures and how to effectively implement the policy in order to keep children safe. The nominated person on the committee, who is also responsible for safeguarding, has little understanding of how to safeguard children, and has not attended any training. This means that children attending the setting are at risk.

Recruitment procedures are not robust and in some cases rely on informality and trust rather than proven procedures. For example, the obtaining of references is not consistent. Systems for ensuring the children are kept safe on a day-to-day basis are in place and are operated effectively by staff. For instance, there is a door locking alarm system on the

external door and parents and visitors only gain admittance when vetted by a member of staff. However, visitors are not asked to sign a visitors' book or reminded not to use a mobile telephone whilst in the club. A number of staff have completed first aid training and are confident in providing emergency first aid. Systems to manage staff performance and ensure their continuous professional development are inadequate. The lack of an effective system for staff supervision and appraisals results in the leadership and management having a poor concept of practitioner skills, and creates a lack of support, coaching and monitoring of staff performance, in regard to their practice and professional development.

Partnerships with parents are good. They receive good information about the setting prior to their children starting. 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. Parents express a high regard for the service provided and the friendliness and approachability of the staff. The committee and deputy manager are prepared to work together to address the weaknesses and strive to ensure future improvements in the care and education provided for the children.

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 a written statement of procedures to be followed for the protection of children, to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- implement effective systems to ensure that those working with children are suitable to do so (compulsory part of the Childcare Register)
- inform Ofsted of changes of circumstance as soon no later than 14 days after the change occurs (compulsory part of the Childcare Register)
- implement a written statement of procedures to be followed for the protection of children, to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- implement effective systems to ensure that those working with children are suitable to do so (voluntary part of the Childcare Register)
- inform Ofsted of changes of circumstance as soon no later than 14 days after the change occurs (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	EY377626
Local authority	Sheffield
Inspection number	878758
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	74
Name of provider	Dore Kids Club Limited
Date of previous inspection	05/05/2009
Telephone number	0114 2368690

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

