

Energy Kidz Club Out of School Club - Wildmoor Heath

Wildmoor Heath School, Lower Broadmoor Road, Crowthorne, RG45 7HD

Inspection date	10/04/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 does not ensure that staff have up-to-date knowledge of their safeguarding responsibilities or that they implement the club's stipulated safeguarding procedures to ensure children are safeguarded when visiting the toilet.
- Overall, the quality of teaching is weak. Staff provide basic support only for children's learning and development because they mainly supervise children and have limited interaction with them
- Staff provide a basic range of toys and resources only. These are not organised so as to appeal to children and do not allow them to extend their play and learning.
- Staff do not implement the behaviour management policy consistently. They sometimes ignore inappropriate behaviour, including that of older children, and do not provide an appropriate model of behaviour to the early years children.
- Staff put on films for children to watch while they eat, which does not promote children's social or communication skills.
- Partnerships with the school are not good enough to promote consistency in meeting children's needs.

It has the following strengths

- Some staff form appropriate relaxed and friendly relationships with the children.

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 to children and staff at appropriate times during the inspection.
- The inspector observed children's play experiences indoors and outside, and staff interactions with them.
- The inspector held a meeting with the nominated person and undertook a joint observation.
- The inspector undertook a tour of the areas of the premises used by the club.
- The inspector sampled a range of documents, including policies and children's records.

Inspector

Sheena Bankier

Full report

Information about the setting

Energy Kidz Club Out of School Club - Wildmoor Heath registered in 2013 and offers an after-school club and holiday club. These operate from Wildmoor Heath Primary School in Crowthorne, Berkshire. The after-school club and holiday club have use of the school hall, school playgrounds and field. The after-school club operates five days a week from 3.20pm to 6pm, during term time only. The holiday club operates each school holiday from 8am until 6pm. Energy Kidz is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently a total of 12 children on roll in the early years age group. Three members of staff are employed to work with the children including a manager who has a relevant foundation degree. One other member of staff holds an appropriate qualification at level 2.

What the setting needs to do to improve further

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

- ensure procedures to safeguard children are implemented by all staff, with specific reference to the arrangements for children to visit the toilet
- ensure staff receive sufficient training and support to enable them to have a clear and up-to-date understanding of their wider safeguarding responsibilities
- improve the presentation of toys and resources provided for children's use at each session and widen the choice available, in order to motivate and extend children's play
- ensure all staff understand their teaching role in guiding children's play and learning experiences through purposeful interaction
- monitor the implementation of the behaviour management policy, so that all staff use it consistently to improve children's behaviour.

To further improve the quality of the early years provision the provider should:

- review the arrangements for lunchtime to make this time a more social occasion that encourages children to talk to each other and to staff
- strengthen the partnership with the school to establish good two-way communications about children's individual needs.

Inspection judgements

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

Overall, the quality of teaching is weak. Staff mainly supervise children. They do not become sufficiently involved in supporting children's play and learning in order to build on children's skills for their future learning. Some staff chat pleasantly to the children about what they are doing and about children's home lives, providing some basic opportunities for children to talk and use their language skills. However, staff do not take opportunities during activities to encourage children to practise other skills such as counting or to extend their understanding. This means that staff do not interact purposefully, and sufficiently often, with the children, which restricts children's progress.

The range of toys and resources staff provide is limited and uninspiring. Staff do not

present resources in an appealing manner. For example, books cannot be seen because these are left in a bag. Resources, such as bricks and toy kitchen utensils, are muddled together. This presentation fails to motivate children's learning. There are insufficient resources to enable children to extend their play. For example, while there are some toy pots and pans with a few items of pretend food, there are no other items available, such as a play kitchen, dolls or toy buggies to extend children's role play. This weakness limits children's imaginative play. However, children do use their imaginations sometimes, such as when using art and craft materials. Children make good use of the outdoor play equipment, which promotes their physical development as they run, climb and balance.

The manager, who holds a higher qualification, implements some aspects of the learning and development requirements suitably. For example, she undertakes observations of children's achievements and identifies their next steps in learning. She plans flexibly taking into account children's ideas and interests, which means that some activities are planned to meet children's needs. Parents are adequately involved in their children's learning and development. They provide information about their children's interests and individual needs. This provides staff with some appropriate information about children's starting points on which to base activities. However, the issues regarding the availability and presentation of resources, and the poor quality of some staff's teaching, undermine all these efforts.

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

Some staff form relaxed and friendly relationships with children and chat to them warmly. These relationships help children feel welcome in the club. Staff display children's artwork, which values their efforts and achievements, and promotes a suitable sense of belonging at the club. At the morning group time, staff remind children of the staff team's names and the names of other children through a quick introduction. This approach helps children in forming some basic relationships with staff and each other and assists the settling-in process for new children. Staff talk to children about the club's rules, of boundaries and the evacuation procedure to aid safety. However, staff do not manage the behaviour of some of the older children appropriately. These children interrupt the staff and disrupt the explanations and discussions. This behaviour means the early years children's attention is diverted. They are not provided with a good role model of how to behave suitably through listening attentively. During activities, staff remind children about their safety adequately, such as the need to be careful on the physical play equipment.

Staff provide children with some simple messages about how to lead a healthy lifestyle, such as why children need to wash their hands before eating. They provide children with access to jugs of water and cups, so they are able to help themselves when thirsty and meet their own needs. This helps support children's personal independence. Some staff provide a positive role model by stating they are having water to drink because they are thirsty. This encourages children to make appropriate healthy choices for themselves. However, at mealtimes, staff put on DVDs for children to watch. This routine does not encourage children to interact socially with others or promote their conversation skills.

Staff allow children to choose whether to play indoors or outside, which again promotes their independence. Children benefit from good opportunities to be physically active. They use a wide range of fixed physical play equipment to practise skills such as climbing. Staff join in with children's outdoor physical play suitably to encourage them to play ball games, for example. This helps children play together. Indoors, a games console provides physical games to keep children active.

Staff divide the hall up suitably into different areas for activities by using resources including benches, tables and mats. They provide children with a 'quiet area' with large cushions, in which to relax. This is not always used appropriately. There are no books in the area to encourage reading and sometimes older children use the cushions to hit others and younger children do the same. Although this inappropriate behaviour is observed by a member of staff, no intervention happens. This does not promote a consistent approach to behaviour management or encourage appropriate behaviour from the early years children.

All children share access to one set of toilets, which are located out of sight and hearing of staff in the hall. Staff do not implement stipulated procedures to make sure children's use of these is in line with safeguarding requirements. This weakness has the potential to put children's well-being at risk.

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

The provider does not make sure that the staff team have a sufficient awareness and understanding of their responsibilities to meet the Early Years Foundation Stage safeguarding and welfare requirements. Staff receive safeguarding training during their induction which is regularly reviewed at supervision meetings. However, although staff demonstrate a suitable understanding of who they should report any concerns to in the company, they lack understanding of their wider safeguarding responsibilities. For instance, they have little awareness of the Local Safeguarding Children's Board procedures. This means they may not act suitably if necessary in regard to child protection concerns.

Although staff undertake daily safety checks and risk assessments of the premises, they fail to implement all procedures to safeguard children. For example, staff are unaware of when children are visiting the toilet, although there are visitors on the school site. They do not implement the stipulated procedure consistently that children must ask them first to visit the toilet area. For example, a recently introduced 'toilet ticket' to ensure staff know which children are using the toilets at any one time is not implemented. This means staff fail to monitor and supervise children's use of the toilets, which does not adequately safeguard children. As a result, there are breaches of legal requirements, including some relating to the Childcare Register, so its requirements are not met either.

Children's learning and development experiences are variable because some staff lack sufficient skills to engage with them appropriately to support their learning, so they make appropriate progress. The manager keeps some track of children's achievements through

photographs, observations and examples of their own work. However, there is currently no liaison with the staff at the school who work with the children and, therefore, a lack of communication about their needs in order to promote a consistent approach.

Management has supervision meetings with staff, who have some appropriate training opportunities, such as completing first aid training. However, managers do not focus sufficiently on improving the quality of teaching. They do not always identify gaps in staff knowledge and skills to develop practice sufficiently well. This affects the quality of teaching children receive.

The management team implements development plans for the club, which help to identify where some improvements can be made. For example, the provider has recently employed a new member of staff at the company to support staff induction and training processes because they have identified these as an area where there are inconsistencies in practice. This demonstrates a desire to improve the provision for children. There are suitable ways for staff, parents and children to offer their views and opinions, such as through questionnaires. Overall, however, self-evaluation is weak and improvements that impact on children's learning and development at the club are not adequately identified.

Parents receive suitable information about the club, such as from notice boards and information displayed. This information includes the names of staff and their photographs, which helps parents to identify the staff and speak directly to them to exchange information about children. This exchange helps staff meet some of the children's needs.

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 staff implement the written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children (compulsory part of the Childcare Register).
- ensure staff implement the written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- ensure that where older and younger children are together, the behaviour of

children over the age of eight years does not have a negative effect on the younger children (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	EY469673
Local authority	Bracknell Forest
Inspection number	937522
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	32
Number of children on roll	12
Name of provider	Energy Kidz Ltd
Date of previous inspection	not applicable
Telephone number	08455194470

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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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