

Extra Time Club

All Saints School, Furlong Close, Alrewas, Nr Burton on Trent, DE13 7EF

Inspection date	11/04/2014
Previous inspection date	11/11/2013

The quality and standards of the early years provision	This inspection:	4
	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

- Children's safety is significantly compromised. The provider does not ensure that children are adequately supervised because adult to child ratios are not met and the premises is not secure to ensure unauthorised persons cannot gain access.
- The provider does not consistently keep a written record of all accidents, therefore, children's well-being is not adequately supported.
- Premises and equipment are not organised in a way that meets the children's needs; this relates specifically to the beginning of the session when children wait for long periods of time without access to resources, play equipment and fresh drinking water. This means children's good health is compromised and staff cannot provide children with good play-based opportunities.
- There are ineffective systems in place to support training for staff. This does not fully support the professional development of staff or the efficient daily management of the setting.
- Outdoor play provision is not extended through the use of a wide range of activities and games and opportunities for children to choose activities of interest are restricted. This results in children being bored and not fully engaged when playing outdoors.

It has the following strengths

- Staff are kind and caring with children, which results in children feeling confident in the setting.

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 in the classroom and outdoor area.
- The inspector held meetings and discussions with the provider.
- The inspector took account of the views of parents, carers and children spoken to on the day of inspection.
- The inspector spoke with staff present about the daily routines and children's individual learning.
- The inspector looked at a selection of policies and procedures, including safeguarding and checked evidence of suitability and the qualifications of all staff working with children.

Inspector

Karen Laycock

Full report

Information about the setting

Extra Time Club was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in All Saints Primary School in the Alrewas area of Burton-on-Trent and is privately managed. The setting serves children who attend this school. It operates from two classrooms and there is an enclosed area available for outdoor play.

The setting employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, one at level 3 and two staff are unqualified. The setting opens Monday to Friday during term time. Sessions are from 7.45am until 8.40pm and from 3pm until 5.45pm. They also open for one week during the Easter holidays and two weeks during the summer holidays. Children attend for a variety of sessions. There are currently 47 children on roll; of whom 33 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:

- ensure staffing arrangements meet the needs of all children, particularly at the beginning of the session and that ratios are met at all times to ensure children are effectively supervised and kept safe
- take all reasonable steps to prevent unauthorised persons entering the premises to ensure children are safe
- keep a written record of accidents or injuries, which occur on the premises and of any first aid treatment given
- ensure that fresh drinking water is available and accessible at all times to children so that their good health is promoted
- ensure that training needs identified during staff appraisals, are acted upon and secure opportunities for continued professional development for staff.

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

- improve the access to outdoor resources by, for example, providing portable equipment that children can move safely and cooperatively to create their own play and structures, such as milk crates, tyres, large cardboard tubes, role play accessories and toys that support children's own interest.

Inspection judgements

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

Staff provide an appropriate programme of play activities that complements children's learning and development in school. However, at the end of school day children wait for very long periods of time in a small area outdoors while staff record their attendance as they wait for the classroom to be available and for the playground to be clear of parents who are collecting their children from school. This prevents staff from providing children with good play-based opportunities during this time. Once children do gain access to their base room, staff take account of children's interests by providing play experiences based on what they know children like. For example, there is a range of computer games available because children have specifically asked for these types of activities. Children mainly enjoy their time in the setting and use the knowledge and skills they have already gained to operate technology and play cooperatively. Children have access to art and craft materials, small world play and puzzles, which help to develop their imaginative ideas and simple problem solving skills. Staff focus their attention on ensuring the individual needs of the youngest children are met. For example, during quiet times staff spend time reading books with children to build on their knowledge of letters and sounds. Children play draughts and staff give them time to think about their turn before they offer advice, which helps to promote children's critical thinking skills.

Outdoor physical play opportunities allow children to practise some of their skills, such as running, catching and practising 'cartwheels'. However, children cannot use a wider range of equipment as the resources provided are restricted to ball games. Staff do not provide alternative outdoor play opportunities for children to use, such as portable equipment to enable them to create their own structures, for example, milk crates and tyres, or role play accessories for children to build on their imagination and communication skills.

Staff use suitable methods of assessment to monitor the learning and development of the younger children in the setting. Staff contribute to children's school learning journey documents by recording observations and comments. The provider formally engages with the school teacher at regular intervals to discuss children's next steps and they agree how the setting can support the children. This allows the staff to focus on the same topics and targets for development that are set by the school. As a result, there is continuity in children's learning and support for their ongoing progress. Parents also have opportunities to discuss observations and comments that are recorded in the learning journals and to discuss their child's development or next steps of learning with the staff in the setting.

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

Children are confident to explore the setting and seek emotional support from staff when they need this, which helps them feel secure. However, this is a false sense of security because the premises are not secure. In addition, a written record of accidents which occur on the premises is not consistently kept and children do not have access to fresh drinking water as they wait outdoors for a considerable length of time until the classroom

they use is available. This means children's safety, health and well-being is compromised. The key person system is effective. Staff collect useful information from parents about the children prior to them starting in the setting. For example, initial details about likes and dislikes are shared through completion of enrolment documents. This means children's emotional well-being is well supported from the outset as they settle happily and results in them developing good attachments with the staff.

Healthy lifestyles are adequately promoted as staff encourage children to eat a healthy diet. Snacks are freshly prepared and include toast and a variety of fresh fruits. Children are developing their independence skills, for example, they are encouraged to put on their own coats and organise their own school bags. Staff encourage children's independence further by encouraging the children to pour their own drinks. They support children's understanding of keeping safe as they help to prepare the toast for snack and this helps to support their confidence and self-motivation. Children develop a good range of physical skills as they enjoy regular opportunities for fresh air and exercise. They instinctively wash their hands at appropriate times, fully aware of why they need to do this.

The staff treat children with kindness, politeness and respect. Children move freely around the setting and enjoy playing with the resources that are available, which promotes their confidence and independence. Children enjoy each other's company, seeking out friendships and forming relationships. They are happy to cooperate together when playing computer games and older children show considerable regard for the needs of younger children. For example, during role play the older children join in with them. They help to guide them to develop further confidence while being careful not to take over or dominate children's ideas. Staff ensure that children are aware of expectations regarding their behaviour in the setting. For example, there are basic rules, such as being kind to each other and sharing, helping to look after and tidy away the toys. This supports children to respect one another and understand appropriate boundaries. Consequently, children are well behaved and develop good social skills.

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

Leadership and management of the setting is inadequate. The provider has insufficient knowledge and a lack commitment to meet the safeguarding and welfare requirements. This results in breaches of the Early Years Register and the Childcare Register and has a significant impact on the safety and well-being of the children. The provider has failed to keep written records of accidents that occur on the premises and unknown visitors have easy access to the setting without the risk of being challenged. For example, on the day of the inspection two doors were left wide open in an adjoining room, with the knowledge of, but out of sight of staff. This puts children at risk. The provider frequently fails to ensure that appropriate adult to child ratios are maintained to ensure the safety and well-being of the children is not compromised. All staff working in the setting have undergone relevant suitability checks, which ensures children are cared for by suitable people. Staff have suitable knowledge of child protection issues and procedures. Risks in the classroom and outside play area have been assessed.

Staff appraisals are undertaken to identify any training needs. However, the provider does not support staff where they identify areas for improvement to enable them to support children's care effectively. This means that the provider has not fully met the action raised at the last inspection and therefore, does not demonstrate the capacity or commitment to foster a culture of continuous improvement. The provider does not ensure that the premises and equipment are organised in a way that meets all children's needs. For example, children wait for very long periods of time outdoors, without access to drinks, until the classroom they use is available. This means that children's well-being is compromised. During this time, children do not have access to resources and play equipment, which prevents staff from providing children with good play based opportunities to promote their learning and development. Parents spoken to on the day comment that they are happy with the setting. They appreciate the flexibility of this provision, being able to pick and choose the days their children attend. The provider, however, concedes that the flexibility she offers with regard to children's attendance, results in the breach of the legal requirements as she is not meeting the appropriate, safe adult to child ratios.

The provider formally engages with the school teacher at regular intervals about children's next steps and they agree how the setting can support the children. This allows the staff to focus on the same topics and targets for development that are set by the school. As a result, there is continuity in children's learning and support for their ongoing progress. Parents also have opportunities to see observations that are recorded in the learning journals that are kept and to discuss any developmental issues. This demonstrates that the provider has taken steps since the last inspection to improve her knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Systems are in place for parents to share information with the staff about any health or dietary issues the children may have. The setting works in partnership with parents and is aware of the importance of developing partnerships with other settings which children may attend. All staff have completed paediatric first aid training. However, the provider has been ineffective in tackling weaknesses within the setting, which means they are not sufficiently ambitious about improving practice so it can meet legal requirements and be a safe and stimulating early years environment for 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:

- keep a record of accidents which occur on the premises where childcare is provided (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who

is caring for children on the premises (compulsory part of the Childcare Register)

- ensure that children receiving care are kept safe from harm (compulsory part of the Childcare Register)
- keep a record of accidents which occur on the premises where childcare is provided (voluntary part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register)
- ensure that children receiving care are kept safe from harm (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	EY219318
Local authority	Staffordshire
Inspection number	963151
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	47
Name of provider	Dawn Elizabeth James
Date of previous inspection	11/11/2013
Telephone number	01283 790174

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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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