

# Little Gems Afterschool Club

Glenfrome Primary School, Cottisford Road, BRISTOL, BS5 6TY

<b>Inspection date</b>	02/04/2014
Previous inspection date	19/06/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## **The quality and standards of the early years provision**

### **This provision requires improvement**

- Staff interact well with children to develop their self-chosen activities.
- Staff help children to get along well together and resolve conflicts independently.

### **It is not yet good because**

- Staff's understanding of the safeguarding procedure is not robust.
- Arrangements to share information are not consistent and therefore, staff cannot plan interesting activities effectively to engage all children.
- Children do not have access to a full range of resources to help them make independent choices.

## 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

- Staff interact well with children to develop their self-chosen activities.
- Staff help children to get along well together and resolve conflicts independently.
- The inspector talked to children, parents and staff at convenient times during the inspection.
- The inspector sampled a range of documentation including children's learning diaries, suitability arrangements and safeguarding procedures.
- A joint observation was completed with the manager.

## Inspector

Rachael Williams

## Full report

### Information about the setting

Little Gems Afterschool Club registered in 2012. It operates from the dining hall and main hall in Glenfrome Primary School in Bristol. It runs from 3.15pm until 5.30pm on Monday to Friday during school terms.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll in the early years age group. The club also offers care for older children. Children attend from Glenfrome Primary School and May Park Primary School. The manager/owner employs a deputy to work with her; both have early years qualifications to level 3. A volunteer also works at the club.

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

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

- ensure staff have good knowledge of the procedure to follow should they have a concern about a child and if an allegation is made about the owner/manager
- develop stronger systems for sharing information, which includes initial information from parents on children's interests and capabilities and ongoing information sharing with schools on children's achievements so that staff can plan effectively to support children to develop further.

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

- organise the environment further so that children have access to a fuller range of resources to encourage their independent choices.

## Inspection judgements

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

Staff make observations of children's engagement in activities and complete a monitoring sheet to enable them to see if there are any gaps in children's experiences. Children are included in this process as they contribute their illustrations to learning diaries. Staff use this information to plan a range of experiences across the week, such as making fruit kebabs and modelling with clay. Children reflect on the activities they are engaged in and staff use these comments to improve experiences, such as 'I like making stuff and then painting it'.

Staff do not fully involve parents initially, so that they can plan activities that reflect children's interests and capabilities. There is a lack of information shared about children's learning with the reception teacher. Therefore, staff are unaware of the experiences children receive at school so that they can complement the delivery of the Early Years Foundation Stage successfully. This is a breach of a learning and development requirement.

Children are confident and happy in the club. When they arrive they disperse to choose their own activities. For example, some children decide to sit quietly and choose a favourite book to read and talk with staff and others about their day. Children express themselves well as they develop their own narratives when telling a story using the magnetic figures. They play cooperatively interacting with each other.

Staff encourage children to be creative talking to them about what they would like to do and how they think they can achieve it. Children respond well to questions and develop their ideas. Children select resources for their task as staff provide a range of art materials knowing that they enjoy creative activities. Children show good control as they thread the string through the holes to make a spider's web. Children show pride in their achievements.

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

Children have an appropriate sense of belonging at the club and make some decisions about their play independently. Staff organise the environment so that resources and activities are available for children when they arrive at the club. However, choice of resources is limited and children cannot always choose alternative ones as they are stored in a cupboard in the hallway.

Children are involved in developing rules so that all are clear on expectations and understand that some behaviour is unacceptable. Children behave well as staff interact with the children appropriately and plan sufficient activities. Staff have recently attended a behaviour management course and are implementing appropriate strategies. These have helped children to become familiar with expectations and to resolve conflicts independently. Staff encourage children to think about how their actions are making others feel. Children are familiar with routines. For example, when they enter the dining hall they know to put their personal belongings on a table so that they are not a tripping hazard.

Children are confident to ask for help as they have made firm attachments with staff at the club. For example, when children find it difficult to use the hole-punch they ask a member of staff for assistance. Staff demonstrate how to use the hole-punch so that children can have a go independently. Staff interact well with the children sharing experiences, such as their thoughts on the new school building. They encourage children to talk about what they are planning to do over the holiday, to promote their confidence and language skills.

Children manage their hygiene and personal needs successfully. For example, children help themselves to a drink when they are thirsty. They are aware of routines, such as washing their hands before they eat. Children have a balanced snack of toast, cooked meat, pineapple and pear. Staff have improved the provision of snacks following parents comments and there is now more of a balance and selection. Staff engage children appropriately while they wait for their snack playing 'I Spy'. Children are respectful and take turns. Children listen attentively and respond appropriately when engaged in activities.

Children are aware of how to keep themselves safe. For example, when children use string to tie chairs together so that they can 'limbo' children advise them that it is not safe as others could trip over it. Staff help children negotiate and solve the problem so that they can find a new way to achieve their goal. Children take account of each other's ideas and play cooperatively. This prepares children well for their future learning. Staff are vigilant and help children to think about safety. For example, they consider where to position the cushions so that they can bounce on them without being too close to other furniture and equipment.

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

An inspection took place as Ofsted had received a notification from an outside agency regarding the suitability of the owner/manager and safeguarding practice and policy. The inspection found that all staff were suitably qualified and vetted for their role. All documentation relating to staff suitability is available on site. There is a detailed safeguarding policy and this reflected the Local Safeguarding Children Board procedure. The designated member of staff who has the responsibility for safeguarding at the club has good understanding of child protection issues. However, staff's knowledge of the procedure to follow should they have a concern about a child or if an allegation was made against the owner/manager is weak. For example, staff are aware of informing the lead for safeguarding of any concerns but were unaware of the requirements to contact 'First Response' and the Local Authority Designated Officer if an allegation was made against the owner/manager. This is a breach of a specific legal requirement.

Children benefit from the provision of a secure and safe environment. Staff complete regular risk assessments of the provision and support these with daily checks to maintain children's well-being. Processes enable authorised adults to collect children as this information is detailed on children's individual records. In addition, a password system is established. Staff always greet parents at the door and share information on the activities children have enjoyed and any accidents occurring at the setting or at school. Children complete regular fire drills. Therefore, they are becoming aware of how to keep themselves safe in an emergency.

Staff regularly attend staff meetings to share practice. They use this opportunity to identify any training needs. For example, staff have recently concentrated on improving children's behaviour following a training course and enable children to resolve conflicts

independently through a positive approach. Staff use self-evaluation appropriately to drive improvement. They have made satisfactory progress since their last inspection and have addressed the actions and recommendations. For example, all staff have paediatric first aid training and t documentation is on site and available for inspection. Staff have identified the need to improve the quality of the service they provide further, and are implementing 'Bristol Standards', a local quality assurance scheme, to guide them and making information more readily available to parents. The manager is currently developing systems to gather information from parents about children's interests and starting points to improve the planning of activities.

Parents receive appropriate information about the club, such as the complaints procedure. Parents complete questionnaires to feed back their thoughts on the club. They comment that they are 'extremely happy' and value the hard work and commitment of the staff. Partnerships with the school are not robust as staff do not consistently share information to complement the experiences children receive at school.

Staff have sufficient knowledge of the learning and development requirements as set out in the Statutory framework for the Early Years Foundation Stage, overall. However, access to resources limits children's independent choices. The owner/manager monitors planning and assessment arrangements appropriately and completes regular evaluations of activities to drive improvement.

### 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 can implement the safeguarding statement of procedure to be followed for the protection of children (compulsory part of the Childcare Register)
- ensure staff can implement the safeguarding statement of procedure to be followed for the protection of 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

<b>Unique reference number</b>	EY442446
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	965429
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	7
<b>Name of provider</b>	Sheila Kaur
<b>Date of previous inspection</b>	19/06/2013
<b>Telephone number</b>	07903264988

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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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