

Radbrook After School Club

Radbrook Primary School, Bank Farm Road, Shrewsbury, Shropshire, SY3 6DU

Inspection date	27/03/2014
Previous inspection date	28/11/2008

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		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

- Information recording and the maintenance of staff records are not fully robust to ensure the safe and efficient management of the setting. Required information about details of Disclosure and Barring Services checks is not available for all staff. As a result, the suitability of staff cannot be verified or ensured.
- Risk assessment procedures for space requirements, are ineffective and fail to identify and minimise risk to children. Consequently, children's safety is compromised.
- Information gained from observations and assessments of children's learning is not used effectively to build on children's interests and skills to encourage independence and social interactions.
- Staff records are not accessible, or available on site. As a result, the suitability of all staff to work with children cannot be verified.

It has the following strengths

- Appropriate partnerships are fostered with parents. As a result, they are kept informed about their child's activities while at the club.

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 children's activities in both the indoor and outdoor areas.
- The inspector conducted a joint observation with the manager on children's activities.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Lesley Bott

Full report

Information about the setting

Radbrook After School Club registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a classroom within Radbrook County Primary School in Shrewsbury, Shropshire. The club serves the children from the school. There is an enclosed area available for outdoor play. The club employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above, with one holding an Early Years Professional Status. The club is open Monday to Friday 3.15pm until 6pm term time only. Children attend for a variety of sessions. There are 38 children on roll, of these, eight 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 that all staff have a Disclosure and Barring Service check in place, to guarantee the suitability of adults who have contact with children
- ensure the information about qualifications and training of staff is recorded to ensure that the requirements of their role is met
- ensure all records are readily accessible and kept on site to ensure the safe and efficient management of the setting
- review the risk assessment to ensure that children's safety is not compromised, for example, by, ensuring that indoor space requirements are fully met
- develop staff's knowledge of how to use observations, assessments and resources effectively to build on children's interests and skills to encourage independence as they progress.

Inspection judgements

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

Staff have an adequate understanding of the learning and development requirements of the Early Years Foundation Stage, which impacts on their ability to promote children's learning and development sufficiently well. Planning and assessment is in place for the children and staff are aware of what children like and do not like to do. However, they do not plan or show how they identify and build on children's interests and skills to encourage

independence and social interactions. As a result, teaching, assessment and planning lack the focus needed to ensure that children are fully supported to make as much progress as they can in their learning. Activities are not set out for the children when they arrive at the club from school as table space is being used for snack and homework. As a result, children are not able to quickly become actively involved in play and learning.

Staff engage children in creative activities as they enjoy painting or using the building blocks to create interesting models. This helps to support children's independence as they choose what activity to do. Displays provide parents with information about a range of experiences the children enjoy and staff welcome parents warmly into the club. There is a satisfactory exchange of information about activities given daily to parents to ensure they are kept informed of their children's time at the club.

Staff actively encourage children with their homework as they listen to children read and sign homework diaries, recognising that children have had a busy day at school and freedom of choice is important. Staff foster children's imagination appropriately as they promote communication and language skills while supporting their play with a large dolls house, furniture and figures. Children delight in going outside to play, to develop their large muscle skills. They enthusiastically organise team games of football and running as staff help to support and promote their physical development with relevant equipment.

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

Children arrive happily at the club after school. Positive relationships between the staff and children demonstrate that their emotional well-being is met. A suitable key person system is in place, and parents and children know who their key person is. This helps them settle and enables the children to build secure attachments with staff. Children are able to select resources and activities they would like to take part in from age appropriate resources stored on shelves and low level surfaces. Children are well behaved as they eventually become occupied in their chosen play. They share and take turns with others as they play board games, using the dice to move around the board as staff encourage the use of mathematics in everyday language. Children are supported by staff who are appropriate role models to the children, as they learn to respect each other.

Information gained from parents when their children first arrive is used to ensure that all dietary requirements are met. Children have opportunity to develop their independence and self-care skills as they help themselves to fresh fruit and vegetables at snack time and drinking water. Staff support children well to develop sound hygiene practices to prevent the spread of infection. For example, children respond well when asked to wash their hands before snack. Children have regular opportunities to play outdoors, weather permitting to ensure their physical development and well-being is appropriately met.

Although children are looked after in premises which are secure and free from hazards, risk assessment procedures are not sufficiently rigorous. Since the last inspection the club has moved into a much smaller classroom than the previous one, and does not meet the indoor space requirements for the number of children attending. As a result, children's safety and well-being is compromised due to the lack of available space.

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

The provider does not fully understand her responsibilities with regards to the Statutory framework for the Early Years Foundation Stage and the Childcare Register. As a result, leadership and management is weak and the club is in breach of requirements. Documentation of valid first aid qualifications and childcare qualifications, are not held on site and therefore cannot be verified. In addition, although there is evidence that Disclosure and Barring Service checks have been carried out, these were not in place for all staff. This compromises children's safety and well-being and is a breach of the legal requirements of both registers. Consequently, recruitment procedures are not robust in fully ensuring the suitability of staff appointed. Safeguarding procedures are in place, and staff are clear about their duties and procedures to follow should they have a concern about a child in their care. As a result, staff have a sufficient understanding of how to recognise and respond to signs of abuse to ensure children's well-being is met.

Since the last inspection, some progress has been made and the majority of the recommendations have been addressed. However, an effective strategy to ensure that all paperwork is kept on site is still to be established and as such self-evaluation is weak and has little impact. Systems for performance management are in place, and there are staff appraisals and supervision sessions at which training opportunities are made available. The club has yet to formulate robust systems to monitor children's learning and development. This means that information gained from observations is not used effectively to build on children's interests to promote their independence and social interactions fully.

Staff maintain friendly relationships with parents. Parents spoken to at the time of the inspection say that they are satisfied with the service they receive and comment on the caring attitude of the staff towards the children. The staff relate positively with teaching staff within the host school to ensure children can settle with ease in the club. The staff are also aware of liaising with other professionals or agencies should there be any concerns about a child's welfare to ensure their needs are 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:

- introduce effective systems to ensure any person caring for, or in regular contact with children is suitable to do so, including obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)

- introduce effective systems to ensure any person caring for, or in regular contact with children is suitable to do so, including obtaining an enhanced Disclosure and Barring Service check (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	EY273018
Local authority	Shropshire
Inspection number	870755
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	38
Name of provider	Karen Julie Otter
Date of previous inspection	28/11/2008
Telephone number	01743 243067

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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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