

VIP's Children's Club

The Lodge, Community Bungalow, Harewood Infant School, Harewood Close, Tuffley, GLOUCESTER, GL4 0SS

| | |
|--------------------------|----------------|
| Inspection date | 26/03/2014 |
| 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 | | 3 |
| 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 owner is the designated person to take the lead on safeguarding matters. However she has a poor understanding of the procedures to follow in the event of an allegation against staff or volunteers. She also does not understand what and when she must notify to Ofsted. This has the potential to compromise children's safety and welfare.
- Self-evaluation is not robust enough to effectively monitor practice, target areas for improvement and ensure all legal requirements are met.
- Children are insufficiently safeguarded. This is because records relating to children and staff are not all suitably maintained and available as required.
- Children are not routinely helped to understand the importance of a healthy diet and to make links in their learning.

It has the following strengths

- Staff develop warm relationships with the children who are happy to attend. They settle in quickly and play freely, making their own choices about what they do.

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 and the quality of teaching in the play rooms and the outdoor play area.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke with the owner/manager to discuss their knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage.
- The inspector looked at a selection of documentation which included evidence of staff suitability, the safeguarding policy, children's records and the attendance register.
- The inspector spoke with a parent as they collected their child.

Inspector

Karen Prager

Full report

Information about the setting

VIP's Children's Club is a privately owned club originally registered in 2007 and re-registered in 2013 due to a change in partnership. The club uses a converted bungalow in the grounds of Harewood Infant and Junior School in the Tuffley area of Gloucester. A pre-school organised by a different provider operates on the same site at different times. Children have the use of an outdoor play space and the club may use the school outdoor play areas.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It accepts up to 32 children from four to 11 years at any one time. There are currently 94 children on roll, of whom nine are in the early years age group. Children attend from the host school and some neighbouring schools. The club is open from 7.45am to 8.50am and from 3pm to 6pm in term time only. There are three paid members of staff who have an appropriate range of qualifications. There is one volunteer who occasionally works with the children to cover staff absences.

What the setting needs to do to improve further

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

- improve knowledge of the safeguarding and welfare requirements as set out in the Statutory framework for the Early Years Foundation Stage to ensure that in the event of any safeguarding concerns appropriate action is taken and that notification requirements are understood
- ensure all records, including evidence of staff qualifications and information about children, are easily accessible and seek prior agreement from Ofsted to keep records off the premises
- ensure the daily registration system reflects those present on the premises by maintaining an accurate record of children's times of departure
- foster a culture of continuous improvement in order to ensure all requirements are met at all times

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

- develop opportunities for children to make connections in their learning and organise their thinking so that they are competent, inquisitive and motivated learners, complementing the learning acquired in school
- develop children's understanding of eating a healthy diet.

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

Staff plan and provide a balance of activities that children enjoy. Children are able to relax and play with their friends after school. Staff create a welcoming and calm atmosphere. Children choose what they would like to play with and quickly settle to an activity. The premises are set out so that children can rest quietly, sit at a table for an activity or engage in more active play outside. Staff talk with the reception class teachers when they collect children from school to exchange information about children's well-being. They share this information with parents and staff to help to support children in the setting.

Teaching is variable. Some staff use good skills to extend learning by encouraging children to think for themselves, for example, about what they are writing. However this practice is not consistent; other staff tend to use less effective methods to extend learning when they interact with the children. For example staff quickly tell children what to write when asked.

This does not extend children's literacy skills or encourage children to make connections in their learning.

Children develop physical skills as they learn to control a ball. Staff show them how by placing a ball carefully on a golf tee. Children recognise that they need to concentrate as they hit the ball so that it stays within the play area. Children enjoy spending time with the staff and seek them out to talk about their day and share news from home. Staff respond positively, demonstrating that they value what the children say. Staff provide opportunities for children to build on their mathematical skills. For example, they support children to problem solve as they build tall towers with bricks. Staff bake with the children, which helps them learn about weight and measure. There are opportunities for children to use their imagination when they dress up or play with the small world activities.

Staff keep a record of the youngest children's development taking particular care to note their personal, social and emotional development which is well supported. Staff encourage children to suggest activities and children frequently place their ideas in a suggestions box. The youngest children who are in the early stages of learning to write, confidently speak to staff or older children who make sure their ideas are equally valued and recorded. Staff talk with parents about their children's activities and interests, and discuss home experiences during settling-in visits and collection times. Therefore, there are some opportunities to build on children's learning at home.

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

Children are not kept safe at all times. This is because an accurate record of their personal details is not kept on the premises. Attendance records do not clearly show who is present and this has the potential to compromise children's safety and welfare in the event of an emergency. Also the owner is unaware of the requirement to contact Ofsted should a child have a serious accident.

A key person system provides a dedicated staff member to support the needs of individual children. Children demonstrate that they feel comfortable in the after school club and that they are confident to play with their friends and talk to adults. Younger children are supported by older children as they settle in and become familiar with the expected level of behaviour in the club. Staff are good role models and help children consider the consequences of what they do. As a result children learn to behave well and consider others as they play. This supportive practice successfully promotes children's confidence and prepares them well for future learning.

The staff provide a welcoming space for the children to play. Toys are stored within easily reach of the children who readily choose what they would like to play with. Staff encourage children to be independent. Children know to hang their coat up when they come into the club and they help to make their own sandwiches. These are practical skills which will be useful in children's future life. Children have the opportunity to play outside in the adjacent space each day. They also occasionally use the school grounds where they move more freely in the large open space.

Staff help children understand the importance of some aspects of a healthy lifestyle through routines and occasional discussions. Children learn to manage their own hygiene, such as washing their hands. Staff gently prompt children when they need to use a tissue. The owner provides some healthy options for children to eat. However this is not the case at all sessions and staff do not talk to children about healthy options. This does not help children to understand about a healthy diet.

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

The owner does not have sufficient knowledge of the Statutory Framework for the Early Years Foundation Stage. As a result children's welfare is not adequately promoted. She has failed to ensure that all of the required records are maintained and easily accessible for inspection. Staff rely on parents signing children out at the end of the session and this is regularly overlooked. This means that it is unclear who is on the premises and puts children's safety at risk. This is also a breach of requirements of both parts of the Childcare Register. The owner records some information for each child although the required details of all parents and those who have parental responsibility are not in place. Also she is not clear about the occasions when she is required to contact Ofsted, for example, when a child needs to go to hospital as a result of an accident. This means that children's welfare is not adequately promoted.

Suitability checks are completed on staff and no adult is left unsupervised until their checks are complete and their suitability established. The owner has made sure that details of staff suitability are clearly recorded and available. Staff have all completed training in child protection and can explain signs that would cause concern about a child's well-being. They know the correct procedure to follow should they have a concern about a child in their care. The owner has lead responsibility for safeguarding children and has attended training as required, but is not secure in the procedures to follow if there is a concern about a member of staff.

Self-evaluation lacks rigour and there is no system to identify and plan for improvements in the quality of provision for children. This means that although they have been aware for some time that record keeping needs to meet required standards and that children are not consistently taught about leading healthy lifestyles, they have not taken prompt action to make sufficient improvements in these areas. However some improvements have been made recently for example they have recently assigned each child a key person and outdoor play is provided each day.

The owner creates a welcoming environment for children, their parents and the staff team. Regular checks are conducted to ensure premises and equipment are safe and suitable for children to use. Staff take prompt action to minimise risks should they identify a hazard.

Staff work together well. The owner provides ongoing supervision of staff and supports staff who are undergoing training in play work. Regular staff meetings are held and any

areas for development are shared with the team.

Relationships with parents are positive and staff take time to talk to parents about their children's day when the children are collected. Parents report that their children are happy to attend and engage in a wide range of activities. There is a good partnership between the setting and the schools children attend which means that children are provided with continuity and support for their emotional well being.

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:

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the childcare register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (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 | EY468219 |
| Local authority | Gloucestershire |
| Inspection number | 939860 |
| 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 | 94 |
| Name of provider | Diane Gough |
| Date of previous inspection | not applicable |
| Telephone number | 07763564263 |

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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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