

# Sunflowers Out Of School Club

Broomfield School, Broomfield Avenue, Northallerton, North Yorkshire, DL7 8RG

<b>Inspection date</b>	20/05/2014
Previous inspection date	12/11/2008

<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		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 are left unsupervised with members of staff who have not had checks to ensure their suitability, and have not undergone a thorough induction procedure.
- The provider has not kept Ofsted informed of changes to the person managing the setting, and records are not easily accessible. This does not safeguard children.
- Children are not safeguarded; the manager does not have a secure understanding of the procedures to follow, should she have a concern about a child. Some risks associated with the space used have not been effectively minimised.
- A key person system is not in place. Staff do not effectively share information about children's progress with parents and other providers. This does not ensure a continuous learning journey for all of the children who attend.
- Teaching is weak. Effective arrangements are not in place, to provide staff with support and coaching, to help them improve their practice.
- Planning does not ensure that activities are stimulating, based on children's interests and complement what children are learning at school. At times, this has a negative impact on the behaviour of older children.
- Outdoor resources are limited and not used well enough to engage children.

### It has the following strengths

- Children enter the setting confidently and enjoy playing with their friends.

## 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 taking place in the out of school room and the outdoor play area.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a sample of planning documentation.
- The inspector took account of the views of parents through discussion.
- The inspector held a meeting with the manager, and spoke to staff members and children during the inspection.

## Inspector

Julie Morrison

## **Full report**

### **Information about the setting**

Sunflowers Out of School Club was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a temporary classroom, within Broomfield School, Northallerton. It is one of two settings owned and managed by a private company. The club serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level three and one member of staff holds Early Years Professional Status. The club opens Monday to Friday, from 7.30am to 9am and from 3.15pm until 6pm, term time only. They offer a holiday club, from 8am to 6pm, during the school holidays. Children attend for a variety of sessions. There are currently 12 children attending who are in the early years age group. The club provides support for children with special educational needs and/or disabilities.

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

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

- ensure that Ofsted are notified of any changes to the person who is managing the early years provision
- ensure that safeguarding and recruitment procedures are effectively implemented, and that people whose suitability has not been checked are not allowed unsupervised contact with children being cared for
- ensure that all staff, including management, have up-to-date safeguarding knowledge, and understand the safeguarding policy and procedures, so they are able to respond, in a timely and appropriate way, to any concerns they might have about a child's safety or welfare
- ensure all reasonable steps are taken to ensure risks associated with supervising children in the outside space, and children's access to the kitchen, are effectively identified and minimised
- ensure that all records and relevant documentation are easily accessible and available at all times, this includes staff records and qualifications
- ensure a robust induction procedure is in place, so that all staff fully understand their roles and responsibilities and all relevant policies and procedures
- implement effective supervision and performance management arrangements, to monitor staff practice and to support them to improve their teaching skills, to promote children's welfare and their learning and development
- develop the planning of activities, so that children are engaged in purposeful play, tailored to meet their individual needs and complements their learning at school
- implement an effective key person system to engage with parents and other providers of the Early Years Foundation Stage, in order to strengthen the two-way sharing of information, to ensure children's learning and development are complemented and there is continuity of learning for all children.

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

- support children's engagement in interesting and challenging activities, especially in the outdoor area, by providing a suitable range of good quality resources for them to use and access independently

- improve techniques for managing the behaviour of older children, so it does not have a negative impact on the wellbeing of the younger children.

## Inspection judgements

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

Planning for children's play is extremely basic and is not based on observations of children's learning, or effective sharing of information with other providers of the Early Years Foundation Stage. The staff have a limited understanding of how to implement the Early Years Foundation Stage, and, overall, the quality of teaching and interactions with the children are poor. In addition, there is no key person system in place, to ensure that children's care and learning is tailored, to meet their individual needs. As a result, activities and resources lack challenge and interest. Children are not engaged in planned, purposeful and exciting activities, which build on their progress and complement what they have learnt at school.

Children initiate their own play while socialising with friends. For example, as they enter they enthusiastically talk to each other about what they should make. They use their imagination and show resourcefulness, as they use role play items and plastic matting to independently make their own den. However, the manager demonstrates a lack of understanding of how children learn, as she quickly removes this due to its location without offering an alternative place to put it. This does not value children's work or support their sense of belonging. The manager and staff in general work in a supervisory role. However, at times they do adequately support children's learning. For example, they help children to complete jigsaw puzzles and join in as they play outside on balance beams. Children have access to a limited range of resources to promote their creative development, for example, paper and pens. Children show their interest in books as they select them independently and talk to their friends about the story. The resources are not always sufficient to meet their needs. For example, in the outdoor play area, the children are reliant on the school climbing equipment. This is because the club has limited equipment for outdoor play.

The manager is aware that some children in the early years age range have special educational needs and/or disabilities. However, staff do not obtain further information to meet the needs of, or provide appropriate support for, children with special educational needs and/or disabilities. Information sharing with parents and other providers of the Early Years Foundation Stage is not sufficiently robust, to ensure that all children's learning needs are taken into account and planned for. Teaching staff from the on-site school bring the younger children to the club after school has finished and staff collect children from the adjacent school. This means that staff and teachers are able to verbally share any relevant information. However, this information is primarily focused on children's welfare and not children's individual learning. In addition, although parents are kept verbally informed about their child's time at the club, discussions about children's learning or progress are limited. This affects children's opportunities to further develop

their skills and to complement their learning from school.

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

Risk assessments and procedures to ensure children's safety are not good enough. The club uses the school playing field for outdoor play. However, this is a very large space with several buildings and paths leading in different directions. While this gives children ample space to run around, it makes supervision of the children difficult. In addition, current building work in the school grounds further hinders the space that staff can see. As a result, at times, children are not being adequately supervised by staff and this potentially puts children at risk. Indoors, most risks have been adequately minimised, for example, the external door is kept locked and heaters are covered. However, although the kitchen has a large sign telling children not to enter, children frequently open the kitchen door and go inside. This affects children's safety and does not meet the requirements of the Early Years Register and Childcare Register. Children learn how to keep themselves safe as staff give them reminders. For example, they talk to children about not throwing objects in case other children get hurt. This develops children's understanding of safety. Regular fire drills ensure children are confident about what to do in the event of an emergency. This contributes towards children knowing about safe practices.

Although there is no key person system in place, children are generally settled in the club. Staff obtain relevant information from parents prior to children starting in their care, for example, children's medical and dietary needs. Most children are familiar with the club prior to attending, as the majority attend the onsite school. In addition, they are also invited for short visits prior to starting. This helps them to make a smooth transition from home and school into the after school club. Children are confident at the club, talking enthusiastically about what they do and don't enjoy. Staff develop suitable relationships with them, as they talk to them about what they have been doing at school and sometimes join in appropriately with their play. Children establish friendships with children of all ages and from different schools. For example, older children sit younger children on their knee and talk to them about their day. Most children behave appropriately at the club. However, on some occasions, the lack of sufficiently interesting activities results in some negative behaviour and a lack of respect shown by some of the older children. This has a negative impact on the care and emotional well-being of the younger children.

Indoors, resources are stored at low level, allowing children to make suitable choices about their play. Appropriate routines help to promote a healthy lifestyle for children. Meals take into account children's dietary requirements and this information is clearly displayed for all staff to see. Children select fillings for their sandwiches, such as chicken, jam or cheese and enjoy drinks of milk or water. They take care of their own personal care, as they go the toilet independently and wash their hands prior to eating. Children have regular opportunities to play outside. This provides them with fresh air and exercise, further promoting their good health.

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

**provision**

The manager does not have a sufficient understanding of the how to meet the legal requirements of the Early Years Foundation Stage. As a result, several legal requirements, including those of the Childcare Register are not met. This severely impacts on the quality of both the care and learning opportunities for the children who attend. The provider has not kept Ofsted informed of changes to the person who is managing the club; additionally, records, such as staff details and qualifications, were not present at the time of the inspection. This means that there is no evidence to show that the manager and staff hold relevant qualifications. The club has a suitable policy and procedure in place for the recruitment of staff and evidence that most staff have had suitability checks. However, the policy has not been implemented effectively, children are left unsupervised with members of staff who have not yet had checks to ensure their suitability. This affects children's safety and well-being. In addition, the club does not have an effective induction procedure. This means that some relatively new staff are not fully aware of the policies and procedures. Staff show a suitable understanding of the signs and symptoms of abuse, and explain that they would speak to their manager if they had a concern about a child's well-being. However, the manager does not have a good enough understanding of procedures to follow should a concern be brought to her. She states she would speak to her line manager. However, as her line manager is not always present at the sessions, this does not safeguard children.

Self-evaluation is weak. An Ofsted self-evaluation form has been completed by the previous manager, and the manager states that she and her line manager use this to evaluate the club. However, they have not identified many of the issues that affect the standard of service provided, and some of the information provided in the self-evaluation form is out of date and inaccurate. The club has also not gathered feedback from parents and children about the service they provide. This means measures are not in place to bring about the most benefit to the care and education of the children. The club has also not effectively addressed the recommendations raised at the previous inspection. This includes carrying out observations of children's learning and improving the sharing of information about children's learning with other providers of the Early Years Foundation Stage. This does not support continuous improvement. The manager works closely with her line manager for ongoing support, including an annual appraisal to identify her areas for development. However, systems to monitor the delivery of the educational programmes are not effective. Coaching, supervision and training for staff is not sufficiently embedded to ensure that any weaknesses in practice are effectively recognised and addressed. This includes building on staff's understanding of how to effectively engage with, and extend children's learning. This compromises children's learning and development.

The manager works suitably with the onsite school and other professionals, to support older children attending the club who have special educational needs and/or disabilities. However, this has not been extended to encompass discussions about all children's individual development and move them forward in their learning. Parents are informed about how the club operates when their child first attends. Important policies and information, such as the club's registration certificate and complaints procedure, are

clearly displayed for parents to see. Regular newsletters keep parents up-to-date about general activities at the club.

### 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 that no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (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 that Ofsted are informed of a new manager of childcare on non-domestic premises (compulsory part of the Childcare Register)
- ensure that no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (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)
- ensure that Ofsted are informed of a new manager of childcare on non-domestic premises. (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>	EY294417
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	877808
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Warnes Nurseries Ltd
<b>Date of previous inspection</b>	12/11/2008
<b>Telephone number</b>	01609 781755

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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