

# Reculver Breakfast And Afterschool Club

Reculver C of E Primary School, Hillborough, HERNE BAY, Kent, CT6 6TA

<b>Inspection date</b>	01/05/2014
Previous inspection date	01/07/2010

<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		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 provider does not demonstrate a secure knowledge of the requirements of the Early Years Foundation Stage and fails to notify Ofsted of a new manager.
- Management do not monitor or evaluate the provision effectively. Staff knowledge of safeguarding procedures, particularly if a child goes missing, are weak. Policies and procedures are not shared with parents to safeguard children's welfare and well-being.
- The planning of activities and the monitoring of children's progress are not fully robust and do not always provide children with sufficient challenges or learning opportunities.
- Staff do not maintain an accurate record of who is attending the setting and the times they attend, therefore, the systems to ensure all children are present are weak.
- Children's independence skills and children do not have access to a quiet space to relax or play quietly to meet their emotional needs effectively.

### It has the following strengths

- Children benefit from a generally accessible environment where they are able to make choices about their play.
- Parents confirm that their children are happy within the setting and they receive some clear information each day about how their child has been.

## **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 play inside and outside.
- The inspector talked to staff and held discussions with the manager and the provider of the setting.
- The inspector examined documentation including a representative sample of children's records, policies and procedures and staff suitability records.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.
- The inspector invited the manager to carry out a joint observation.

## **Inspector**

Julie Ready

## **Full report**

### **Information about the setting**

Reculver Breakfast and After School Club registered in 2010. The club operates from the hall in Reculver Primary School and is one of several settings run by Kindergarten Kids Ltd. The club has access to the school playground for outside play. There are currently 73 children on roll, of these 13 are in the early years age range. A total of six staff work directly with the children, of these four hold relevant childcare qualifications. During school term time the club opens for a breakfast club from 7.30am to 8.45am and an after-school club 3.15pm to 6pm Monday to Friday. A holiday club operates from 8am to 6pm, during some school holidays. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a welfare requirements notice that requires the provider to take action to:

ensure that all staff are trained to understand the safeguarding policies and procedures and that all staff have an up-to-date knowledge of safeguarding issues

ensure parents and/or carers are given details of the provider's safeguarding policies and procedures, including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting

ensure information regarding the provider's policy on the use of mobile phones, cameras and other portable media devices is shared with parents and/or carers

keep a daily record of the names of the children being cared for on the premises and the hours of their attendance to ensure all children present are accounted for at all times

ensure appropriate provision is made for children to relax or play quietly

notify Ofsted of any changes that affect the registration, including changes to the manager.

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

- improve the monitoring systems to ensure that staff practice and planning meets the needs of all children
- develop the educational programme to promote children's independence and knowledge of healthy eating at mealtimes
- ensure the systems used to foster continuous improvement are robust; make sure that self-evaluation identifies and addresses key weaknesses and priorities and targets for improvement are based on rigorous monitoring of practice.

**Inspection judgements**

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

Children have fun as they play with the age-appropriate toys and resources. However, staff planning fails to consider how to challenge children and provide more choices in their

play. Staff do not always provide children with consistent quality and purposeful learning experiences. Therefore, staff are not encouraging children's continuous interest or helping children progress in their learning as well as they could. The staff's teaching skills are weak. Observational assessments do not monitor and track children's progress within each area of learning. This prevents staff from supporting each child's ongoing development through purposeful play-based learning experiences.

Staff demonstrate an understanding of the need to seek information from school staff when they collect children. This helps them to include activities that complement children's experiences following their long day at school. During daily chats, staff gain the children's views about what they like and want to do. Staff communicate with children as they play and interact together with them. Staff provide some adequate activities and experiences following children's interests. For example, children like to make bookmarks and cut out shapes from paper at the drawing table, and they have fun using their imagination when playing within the role-play area. Younger children like to play computer-based interactive games with older children, developing their interest in technology. Some children stand round a pool table and take it in turns to 'have a go' while other children keep the score. The children remain at the table for quite a while and chat, laugh and enjoy each other's company, showing they have a secure friendship base.

The records of children's learning are available to parents should they wish to see them. Children play happily with their siblings and friends, and on some occasions, staff engage the children in activities such as sharing a book or playing a game of football. Board games provide ways for children to solve number problems. Books provide representations of those in today's wider society. This helps to create an inclusive and welcoming environment, and supports the children to develop positive attitudes towards difference.

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

It is routine practice for a member of staff to record children's arrival on the fire drill/daily register. However, during the inspection, it was observed that although there were 17 children present, only 13 were recorded on the register, resulting in some of the children present not being acknowledged in the setting's daily records. In addition, staff are not always aware of which children are due to attend and, consequently, this weakness led to a child not being accounted for as they went home. As a result, an accurate record of attendance is not kept and this compromises children's welfare and well-being.

Staff are caring and welcoming. They demonstrate sensitivity to those children who are still not yet fully confident with their surroundings. They hold the children's hands and sit with them to encourage them to try the activities available. This helps them to relax as the session progresses. Consequently, older children are settled and familiar with routines. They arrive happily and once coats and bags are stored go straight to self-chosen tasks. Staff gather key information, such as children's dietary needs, from parents on children's registration forms. Staff encourage good hygiene habits as they remind children to wash their hands before eating. Staff provide children with a range of healthy snacks, including fresh fruit. However, staff do not promote children's independence and knowledge of

healthy eating well as the snack is prepared by staff without involving the children. Children keep themselves refreshed as they have access to drinks throughout the session. Snack times are relaxed, sociable occasions, and older children demonstrate a sense of community and care as they pour drinks for the younger children. Staff act as positive role models to children and encourage polite interactions between the children. On most occasions, staff speak calmly to children, extending children's communication skills. They model appropriate manners, such as 'please' and 'thank you', and praise children well when they respond and mirror these manners. Consequently, children behave well, respond well to the staff's direction and are willing helpers.

Children have access to the school playground and fields for the majority of the session. This offers plenty of opportunity for physical development and access to fresh air. However, the environment does not support the needs of those children who are clearly tired and just want to seek a place to relax. Children eventually lie down on a mat in the middle of the hall to rest. However, children's welfare is compromised as other children keep run around them As staff do not provide an appropriate area or resources for those children who wish to relax, play quietly or sleep. This results in not all children having their emotional needs met.

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

This inspection took place following information provided to Ofsted that raised concerns relating to information available to parents and notification to Ofsted of a significant event. The inspection found that the provider has failed to ensure that the policies and procedures of the setting are implemented effectively by staff and shared with parents to safeguard children's well-being and welfare. In addition, the provider demonstrates a poor understanding of the requirements of the Early Years Foundation Stage as she has failed to inform Ofsted of a change in manager at the club. This is a breach of requirements and means the provider is not fulfilling their legal responsibility in meeting the safeguarding and welfare requirements. Although the manager is able to describe the procedures to follow regarding a safeguarding incident, she failed to implement the policy and procedures in practice when a child was unaccounted for. This is a breach of the requirements of the Early Years Foundation Stage and the associated requirement of the Childcare Register. Consequently, the provider has not taken all necessary steps to keep all children safe and well. Ofsted intends to take enforcement action to ensure that the provider takes prompt action to improve the provision.

Staff have a poor understanding of the safeguarding policies and procedures. They fail to follow and implement the setting's mobile phone and camera policy appropriately. Staff allow children to have their mobile phones and media devices on their person throughout the session and do not monitor their use of these. Therefore, children are able to access internet sites or take photographs in direct conflict to the requirements of the setting's policy. This compromises children's welfare and well-being.

The staff risk assess the environment to identify potential hazards and address these. The

premises are clean and well presented and the daily checks staff complete before the children arrive mean that most of the equipment and areas used by the children are safe and suitable for them to use. The evacuation procedure is practised with the children and staff to help them to gain a knowledge of what to do in such an emergency. Food preparation and the arrangements within the kitchen area are compliant with the requirements of the Environmental Health Officer.

The management team has started to undertake staff supervision and, from this, some training plans have been devised and relevant courses accessed for some staff. The views of parents and children have been sought through questionnaires and recorded. This demonstrates the management's desire to improve the quality of the provision. However, there is a weakness in the evaluation of practice as the current system is not robust enough to identify and address the breaches of requirements noted at inspection. The manager has previously sought the support from the local early years team to improve the quality of the play and learning provision for the children. Progress has been made regarding the action and recommendations made at the last inspection. Staff engage children appropriately to improve the ways they behave and conduct themselves while in the setting. This promotes their social development and fosters their early citizenship.

Partnership with parents is encouraged through regular conversation and sharing of information. All children's registration forms have been signed and completed. Parents are familiar and at ease when they arrive to collect their children. Staff chat with them about how their children have been and what they have been doing. Staff demonstrate an understanding about how to support children, who have special educational needs and/or disabilities, such as seeking support from outside agencies should the need arise.

### 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 all records are easily accessible and that all staff have had appropriate suitability checks completed (compulsory part of the Childcare Register)
- inform Ofsted of the following: the appointment of a new manager of childcare on domestic or non-domestic premises (compulsory part of the Childcare Register).
- ensure that all records are easily accessible and that all staff have had appropriate suitability checks completed (voluntary part of the Childcare Register)
- inform Ofsted of the following: the appointment of a new manager of childcare on domestic or 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>	EY405148
<b>Local authority</b>	Kent
<b>Inspection number</b>	956310
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Kindergarten Kids Limited
<b>Date of previous inspection</b>	01/07/2010
<b>Telephone number</b>	07775933828

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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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