

# Schools Out

Holy Trinity C of E Junior & Infant School, Rear Of, 11 Havelock Road, Handsworth, Birmingham, West Midlands, B20 3LP

<b>Inspection date</b>	14/05/2014
Previous inspection date	12/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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How well the early years provision meets the needs of the range of children who attend		3
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## The quality and standards of the early years provision

### This provision is inadequate

- Children's safety is compromised because procedures for keeping them safe and secure are not effective. The outdoor play space is not secure and there is potential for children to leave unsupervised or for unauthorised persons to gain entry.
- The required adult-to-child ratios are not maintained effectively at all times to meet requirements and ensure the safety and welfare of children.
- Staff deployment is not effective and at times children are not supervised appropriately. This means that children's safety is compromised.
- Opportunities to strengthen the partnerships formed with all the settings children attend are not fully explored. This means that information is not exchanged effectively.
- The provider has yet to fully implement a system for supervision to bring about continuous improvement of the provision and improve the effectiveness of staff practice.

### It has the following strengths

- Children are happy and enjoy attending this welcoming club. Staff are friendly and have a warm rapport with children.

## 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 indoors and outside and children having their tea.
- The inspector talked to staff and children and held a meeting with the manager.
- The inspector checked for evidence of suitability and qualifications of staff.
- The inspector sampled a range of documentation, including policies, procedures, attendance records and children's records.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

## Inspector

Jacqueline Nation

## Full report

### Information about the setting

Schools Out was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings run by a private provider. The club operates from two rooms in the Holy Trinity Church of England School in Handsworth, Birmingham. The club has use of the school playground. The provision serves the local and surrounding areas. There are currently 61 children on roll, eight of whom are in the early years age range. The club is open each weekday from 7am until 8.30am and 3.15pm until 5.45pm, during school term times. The holiday club is open from 9am until 5pm. Children are able to attend for a variety of sessions. There are five members of staff who work with children, all of whom hold appropriate early years qualifications at level 3 and 4.

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

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

- take action to improve security measures to ensure children do not leave the premises unsupervised and to prevent unauthorised persons entering the provision
- ensure adult-to-child ratios are maintained at all times to meet the needs of all children and ensure their safety
- improve procedures for the deployment of staff to make sure children are adequately supervised at all times and that staff deployment is effective to ensure children's needs are met and their safety assured; this specifically relates to times when children play outside or while using the climbing equipment in the playground
- conduct and implement effective supervision systems to ensure staff are provided with support, coaching and training to ensure continuous improvement of the provision and enhance their work with children
- extend further the partnerships with other settings that children attend, to improve how information is shared and to complement their learning in the setting in which they spend more time.

## Inspection judgements

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

Children are happy and settled at the club where the emphasis is on learning through play and having fun. They enjoy attending and receive a warm welcome from staff on arrival. Children settle quickly into the routine and sit and chat to their friends about their school day. Staff have an appropriate understanding of the learning and development requirements of the Early Years Foundation Stage. They are able to support children to acquire skills and help them develop. However, on occasions the deployment of staff means that younger children have less opportunity to interact with staff to fully support their enjoyment and learning. Staff have a suitable knowledge and understanding across all areas of learning. They understand how children learn and their expected levels of development. Staff observe younger children in the group and plan activities to support their ongoing developmental needs. The key person tracks the progress children make with a focus on the prime areas of learning. Staff interact generally well with children as they play and ask children questions to encourage their thinking and learning. They role model play to help children acquire skills, for example, while playing throwing and catching games.

Children become absorbed in a range of activities. Staff involve children in planning activities and they confidently talk about the activities they would like to take part in. Cooking and outdoor play are firm favourites. Children's ideas and interests are recorded in planning documents. Some children like to relax after their school day and take part in quiet activities, for example, they play board games together or spend time at the drawing table. Children are given choices about what they would like to do and this means that children can play indoors or outside. Outdoors, younger children like to make up their own running games, suggesting that they all run around in circles. Children are confident to share their views and staff engage younger children in conversations to build their confidence and help to support their communication skills. Board games help children develop mathematical skills as they move their counters around the board and talk about different colours. Children enjoy expressing their ideas through art and craft activities. They make models out of cardboard boxes and speak confidently about how they designed and painted their houses. Children are involved in planting and growing activities. They have grown sunflower plants from seeds and have observed their growth over time. Children take part in activities to help gain an insight into a wider world, for example, they learn about different festivals and celebrations throughout the year, such as Black History month.

Information sharing with parents about children's learning and development works generally well, particularly for those children attending the host school. Discussions take place with parents and teachers where a child may need further support. However, this works less effectively for children who attend other schools in the area. This is because these links are not well-established to make sure all children receive the support they need to build on and further complement what they learn in school.

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

Children's well-being is not fully supported because of the significant weaknesses in the arrangements regarding their security and safety. Staffing arrangements on the day of the inspection did not meet the required adult-to-child ratios. Furthermore, staff are not always deployed effectively to ensure children are sufficiently supervised and the outdoor play space is insecure. Consequently, children's needs are not met or their safety fully assured.

In all other respects, it is evident that children enjoy attending this welcoming club and they demonstrate through their behaviour that they feel a sense of belonging. Children settle easily on arrival from school, they are confident and able to make their needs known. Staff know children well and have a warm rapport with them. This helps children's emotional and social well-being. The key-person-system is sufficiently embedded to meet younger children's needs and this helps to form secure attachments. Staff exchange information with parents at arrival and collection times and this supports children's care, learning and development while at the club.

The environment is welcoming and adequately resourced to sufficiently engage children's interest. Staff effectively promote aspects of children's personal, social and emotional development. Children make choices about activities they would like to take part in, which enhances their independence skills and confidence. Children's behaviour is good and managed well by staff, who help children to play and learn together. Children have consideration for others and older and younger children play together well. For example, older children explain how to play board games and talk to them about taking turns as they play. This helps promote positive relationships. Children generally develop an understanding of how to keep themselves safe and they learn about the procedure for evacuating the premises in an emergency.

Children's individual health, dietary and individual care needs are suitably understood by staff and generally met well. Children manage their personal care independently and wash their hands before mealtimes. Information is obtained from parents about children's special dietary needs, parents' preferences and any food allergies. Menu plans are made available to parents. Mealtimes are a sociable occasion where children sit together and have the opportunity to relax and chat to their peers. Children's physical development is fostered generally well. A large outdoor play space provides plenty of scope for play and learning activities. A range of resources are accessible outdoors to promote children's physical skills, including a climbing frame and slide, tyres, balls and hoops. Staff have well-established links with the host school to complement children's learning and develop in school. However, links with other schools children attend are not strong enough to ensure the same information is exchanged to meet all children's needs and support their learning.

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

The management and leadership of the setting is inadequate. This inspection took place because concerns were raised at Ofsted relating to another setting owned by the same provider. This inspection found the arrangements for keeping children safe and secure are not sufficiently robust, and this means that children's safety and welfare is compromised. This specifically relates to the insecure outdoor play space, the adult-to-child ratios not meeting requirements and ineffective staff deployment. For example, during outdoor play children are not always supervised appropriately while using the climbing frame and slide. Furthermore, on occasions the entrance gate leading directly into the outdoor play area is left open. This means there is potential for children to leave the premises unsupervised and for unauthorised persons to enter the setting. This means that some of the safeguarding and welfare requirements of the Early Years Foundation Stage and both parts of the Childcare Register are not met. This means that children's safety and well-being is not secure.

Staff demonstrate an appropriate understanding of child protection procedures. They are knowledgeable about what to do in the event of a concern about a child, or if an allegation is made against a member of staff. All staff working with children have been vetted appropriately and there is evidence to show that Disclosure and Barring Service checks have been completed. The supervision system for staff is in the early stage, which means that full and effective support, coaching and mentoring for staff is not sufficiently embedded. Staff training needs are being identified and some training undertaken, for example, staff have attended training to develop their understanding about the welfare requirements. Self-evaluation systems are not yet embedded to reflect on and monitor practice. This means that action to tackle areas of identified weakness and foster a culture of continuous improvement is not in place. As a result, the provider fails to identify and address all weaknesses in the provision and children's safety and well-being is compromised.

Partnerships with parents and carers work generally well and they are provided with information about the setting policies and procedures. Useful information is displayed on noticeboards, including information about staff qualifications and training and the key-person-system. Parents speak positively about the club and say their children are 'happy and enjoy attending'. They also talk about the support children receive to help them understand the rules for being together and how staff guide children's understanding of appropriate behaviour. Staff recognise the importance of working in partnerships with other professionals to ensure children's individual 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:**

- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (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>	EY320674
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	969143
<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>	24
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Dorothy Dixon
<b>Date of previous inspection</b>	12/11/2008
<b>Telephone number</b>	07788831874

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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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