

St Claire's at Parkfield

Parkfield School, 20-22 Christchurch Road, Bournemouth, BH1 3NL

Inspection date

16/06/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and settled. They arrive enthusiastically and interact with their friends and siblings.
- Staff provide a welcoming and friendly environment for children.
- The premises are safe and secure.
- Staff provide children with clear and consistent guidance to help them know what is expected. Consequently, children behave well.

It is not yet good because

- Management and staff do not always organise themselves and the environment effectively to provide children with challenging experiences according to their individual interests.
- Staff do not always liaise effectively with the school and parents so they can fully support children with additional needs.
- Management do not consistently use performance management or self-evaluation processes to help them identify and address areas for further improvement.
- There is limited range of resources available. Additionally, staff do not always organise activities or routines effectively to promote children's independence and offer choices.

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 indoors and outdoors.
- The inspector held meetings with the nominated person, the manager and spoke with parents, staff and children.
- The inspector looked at children's records, regulatory documentation, policies and procedures.
- The inspector checked evidence of the suitability of staff working with the children and discussed self-evaluation.
- The inspector carried out a joint observation with the manager.

Inspector

Marilyn Joy

Full report

Information about the setting

St Claire's registered in 2013. It is privately owned and is part of a small group of out-of-school clubs. It provides a breakfast and after-school club at Parkfield School in the centre of Bournemouth, Dorset. Children use a large activity room on the third floor and the playground at the rear of the premises for outdoor play activities. There are stairs and a lift available. The club opens Monday to Friday from 7.30am to 9am and 3pm to 6pm term time only. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 70 children on roll. This includes children up to the age of 11. There are currently eight children in the early years age group on roll. There is a team of five staff working with the children. This includes three staff who have early years qualifications at level 3; one member of staff with a qualification at level 2 and one member of staff who is currently working towards a qualification.

What the setting needs to do to improve further

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

- improve the organisation of activities and daily routines to provide children with challenging and enjoyable experiences in response to their individual interests and stage of development
- improve liaison with parents and the school children attend to ensure children's individual needs are effectively catered, particularly with regard to any additional support they receive
- improve supervision arrangements for all staff to help them develop their practice and improve the quality of children's experiences by reflecting on daily practice, routines and activities.

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

- extend the range and presentation of resources to create exciting and challenging play areas that fully inspire children's interest and curiosity
- provide activities to encourage children to be more independent, make choices and manage tasks for themselves.

Inspection judgements

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

Staff develop friendly relationships with the children and often join in their play. Staff talk to children about their day at school and what they do at home. For example, they talk about children's favourite football teams and television programmes. Staff have a general plan for weekly craft and physical play activities. However, choices are not always very exciting or challenging. Staff ask children what they are interested in so they can include some of their ideas in the weekly planning. Staff also link activities to particular events, such as Father's Day and the World Cup. Children enjoy colouring in football pictures and develop pencil skills well as they concentrate on keeping within the lines. Children also become engrossed in painting their own pictures with fine brushes and creating patterns. However, there are no extra craft or collage materials set out or readily available. Consequently, staff are not encouraging children to develop their creativity further or make independent choices.

Children enjoy being energetic outside. Many enthusiastically play chasing games, whereas others concentrate on rolling and spinning the hoops. Staff encourage children to compare the size of the hoops and work out which is the biggest. Generally, staff lead group games with enthusiasm but do not always fully consider children's individual needs when doing so. For example, whether some children would benefit from extra help so they know what to do and can participate more fully. Consequently, some children rely on copying other children and staff rather than responding to the instructions themselves, such as when playing 'What's the time Mr Wolf?' Each child is allocated a key person and it is their responsibility to help them settle and support their play. However, arrangements for ensuring there is an effective exchange of information between parents, the school and staff regarding children's individual needs are not fully developed. Overall, children are content and settled at the club. They like playing with their friends.

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

Children enjoy spending time at the after-school club and playing with their friends. They arrive enthusiastically and choose what they want to do from the resources set out on tables. Overall, there are adequate toys and equipment available but staff do not always use them imaginatively to provide children with challenging experiences. There are a number of books on the carpet and windowsill. However, this area is not very cosy for children to relax and rest with a book or toy. The outdoor playground is sometimes available for the club to use. Staff take advantage of this and take children outside. They ask children what they would like to play but do not always find ways to provide many choices. Consequently there are either hoops or joining in games, such as 'What's the time Mr Wolf?' with staff. Indoors there is plenty of space to move around. Staff take advantage of this and organise some active physical games for children to use their energy.

Children benefit from praise and encouragement. This reinforces their understanding and helps them behave well. Staff provide children with clear boundaries to help them understand what is expected of them. For example, children know they need to line up and walk carefully down the stairs so they do not fall. Likewise, staff teach children about staying safe. They practise the fire drill with children so they know what to do in an emergency. Generally, staff encourage healthy practices with the children, such as good hygiene routines and healthy eating. Children sit sociably together at snack time. Staff ask children to choose the daily snack from foods such as, fruit, crackers, sandwiches and pot noodles. Children butter their own crackers but apart from this staff prepare everything for them. Likewise, staff set out the toys rather than giving children more opportunities to see what is available and select what they want. Consequently, staff are not encouraging children to be independent and manage tasks for themselves.

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

Overall, management has a suitable knowledge and understanding of the requirements of the Early Years Foundation Stage. Management and staff use effective risk assessments and safety procedures to keep children safe. There are clear arrangements for meeting children from school and the collection of children by parents at the end of the day. Management and staff have a suitable knowledge and understanding of child protection issues. There are clear procedures for them to follow if they have concerns about a child in their care.

Staff form positive relationships with the parents who are happy with the care provided. Parents collect children from the ground floor entrance hall. This provides a daily opportunity to speak with staff about their child and find out what they have been doing. In addition, there is a comprehensive website with lots of information for parents. It includes details of the club's policies and procedures, newsletters and events. Staff gather some information from parents regarding children's individual health and welfare needs. Staff also share some information with children's class teachers. However, staff do not always ensure they are fully aware when children receive additional support so they can reinforce this at the club. Consequently, children's individual needs are not always fully met when staff organise the daily programme.

There have been a number of staff and manager changes at the club. Management follows appropriate recruitment procedures when appointing new staff to ensure they are suitably qualified to work with children. Management encourages staff to attend training to develop their skills. There are some performance management arrangements in place to support staff in their work. However, management does not always implement these consistently. In particular, management does not always provide staff with regular supervision, evaluate their practice or the quality of children's experiences. Consequently, not all staff are fully confident in their roles and play sessions are not always organised well. A new manager is in now in place with an experienced manager mentor to support them. The manager mentor is beginning to make some changes to develop the quality of

the provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY473065
Local authority	Bournemouth
Inspection number	948241
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	70
Name of provider	Safe and Sound Childcare CIC
Date of previous inspection	not applicable
Telephone number	07825877456

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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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