

Smart Kids Out of School

St Michaels School, Weavers Lane, Stone, Staffordshire, ST15 8QB

Inspection date	12/06/2014
Previous inspection date	01/03/2010

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

- A number of the safeguarding and welfare requirements are not met, such as ensuring people are suitable to have unsupervised contact with children and maintaining legally required records. As a result, children's safety is compromised.
- There are no procedures for ensuring the safe and appropriate use of mobile phones and cameras in the setting; consequently, children are not fully protected.
- Concerns and complaints cannot be effectively dealt with as there is no written policy or procedures to follow.
- The provider does not undertake appraisals with practitioners. As a result, their future training and qualification needs are not documented.
- Children's health and well-being are not fully promoted, as personal hygiene routines are not consistently implemented.
- Children's care, learning and development are not effectively supported, as the key-person system has not been implemented.

It has the following strengths

- The club is situated within a school and practitioners have close links with the teachers. They work closely together to ensure children are happy and progressing in their learning.

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 in the classroom, the school hall and the outside learning environment.
- The inspector conducted a joint observation with the provider of the provision.
- The inspector held meetings with the provider of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Linda Yates

Full report

Information about the setting

Smart Kids Out of School opened in 1997 and is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is privately owned and operates from within St Michael's Primary School in Stone, Staffordshire. Children are cared for in a large classroom and the hall, and have access to an enclosed outdoor play area. The club serves the immediate locality and also the surrounding areas. It is used by children attending the host school and the local middle school. The setting offers a breakfast club from 7.30am to 8.50am and an after school club from 3.30pm to 6pm, Monday to Friday, during term time only. There are currently 54 children on roll, six of whom are in the early years age group. Children attend for a variety of sessions. The club supports children with special educational needs and/or disabilities. There are currently five staff working directly with the children. Of these, the owner and two staff members hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- ensure that children are safeguarded by making sure that only those people whose suitability has been checked, including through the Disclosure and Barring Service, have unsupervised contact with children
- develop a written procedure for dealing with concerns and complaints, enabling both children's and their family's individual needs to be quickly met
- ensure the safeguarding policy fully protects children and includes a procedure for the safe and appropriate use of mobile phones and cameras in the setting
- amend the child enrolment form to include each parent's name and address, who has parental responsibility, who the child lives with and any special dietary requirements children may have, in order to make sure accurate details are held that ensure children's safety
- implement the key-person system to ensure that every young child's learning and care is tailored to meet their individual needs and that adults and parents can clearly identify their child's key person
- promote the good health of children by taking necessary steps to prevent the spread of infection, for example, by ensuring children consistently implement good personal hygiene routines
- ensure that regular appraisals are in place to track and document the skills, knowledge and experience that practitioners gain and identify any future training needs
- ensure all information and records required for the safe and efficient management of the setting are easily accessible and available for inspection, including evidence of staff's qualifications and attendance at required training in paediatric first aid, food hygiene and child protection.

Inspection judgements

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

The club provides an environment that follows children's interests, supports the seven areas of learning and encourages children to display the characteristics of effective learning throughout the session. Teaching is rooted in a sound knowledge of how children

learn. Practitioners are aware of what children can do. However, the key-person system has not been implemented for those children within the early years age range, and as a result, the youngest children's learning is not fully tailored to meet their individual needs. There are close links with the school the club operates from. For example, the club's practitioners regularly share observations of children with the school's reception teachers, and often provide follow-on activities that allow children to finish what they have started during the school day. For example, when the youngest children were given a threading activity at school to develop their hand and finger control in readiness for starting to learn to write, this activity was continued after school. Additionally, children have the use of school resources, such as the computer suite, to develop their knowledge of technology. This close link with the school also enables a coordinated approach to be taken when supporting children with special educational needs and/or disabilities.

Children participate in a range of adult-guided and child-initiated activities to extend their learning. Teaching is sound and each child's efforts are praised to promote their self-esteem. For example, when children participated in a planned activity making treasure boxes, the practitioner sat close to the children, maintaining eye contact, showing interest and using commentary to extend their understanding. Conversations are also used to help introduce new vocabulary and develop the youngest children's communication skills. Practitioners help children to achieve new things, without doing it for them, such as supporting them in using scissors. Children regularly play with tactile resources, such as dough, which encourages them to explore and investigate while using their imagination to make things. As a result, children are building on the things they learn at school and developing additional skills that will help them with their move on to the next class.

Practitioners organise resources to enable children to follow their own chosen play and move around freely; for example, between inside and outside. Children sit in the wooden cart while others pull them around, promoting muscle strength, coordination and balance. Children are encouraged to develop new interests and gain new physical skills, such as using the ankle skipping ball. Children regularly play football together, and this encourages positive social skills and helps them to recognise the importance of working as a team. Additionally, this also helps to create a sense of belonging that promotes children's self-esteem. Children's likes and dislikes are recorded on admission to the setting. This, along with verbal discussions with parents, helps practitioners identify where children are in their developmental pathway. Practitioners hold daily discussions with parents to keep up to date with their child's progress and achievements, and to share information about the sort of things their child is doing and how they can support this at home. This also helps parents to understand how the Early Years Foundation Stage is delivered within the club. Discussions with parents reveal that children enjoy attending the club.

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

There is a relaxed and happy atmosphere within the club because the practitioners are approachable and friendly. Children appear confident in their communications with practitioners and the inspector, as they initiate friendly conversations. However, there are weaknesses in relation to meeting some legal requirements that have a significant impact on children's health, safety and well-being. For example, not all people who have

unsupervised contact with children have had their suitability checked. Furthermore, although there is a safeguarding policy in place, it is not effective in helping to protect children as it does not include how the use of mobile phones or cameras will be carefully controlled to ensure children are safeguarded. Some important records that are needed to ensure children's safety and well-being have not been accurately maintained, and staff do not manage children's understanding of good hygiene practices well enough. In addition, a key-person system has not been implemented for those children within the early years age range. As a result, the club cannot guarantee that every child forms a firm attachment with a practitioner and that no child is overlooked.

There are adequate procedures for emotionally preparing children for their move into the club. For example, the club encourages children and their parents to meet the practitioners and have a look around ahead of the planned start date, and to discuss the club's settling-in procedure. The school holds a meeting for new parents, and the club supports the school by setting out some activities for children to play with and providing parents with information about the club. All this helps to ensure that children settle into the club. There is suitable liaison between practitioners, parents and the school the club operates within, supporting daily transitions adequately. However, some children's needs are not met as relevant information is not obtained from parents to support their well-being, such as details of any special dietary requirements children may have. Children have plenty of space to play and relax, as they use one of the school's classrooms and have lots of toys and games for children to play with. Children have direct access to the outside learning environment and experience a range of outdoor activities. For example, they enjoy football and skipping, which encourage them to be physically active. Children have the opportunity to learn to experience challenge and manage risks for themselves when they use the school's climbing apparatus. They enjoy the rise and fall logs and the wobbly bridge, both of which offer opportunities to develop agility, balance and coordination. These opportunities, along with regular outdoor play and discussion, give children the opportunity to gain an understanding of the need for physical exercise.

Children learn about keeping themselves safe as they regularly practise the fire drill. Snacks provided for the children are nutritious and balanced. They have fruit at snack time with bread and butter. Consequently, children have healthy foods that contain all the nutrients they need to grow. Practitioners discuss children's likes and dislikes, which helps them learn about healthy food and drink. However, personal hygiene routines are not consistently practised. For example, some of the children do not wash their hands before eating snacks. Children's independence skills are developed as they are encouraged to clear away their plates after lunch. Discussions with practitioners reveal that at least one practitioner has paediatric first-aid and food hygiene training. However, on the day of the inspection, there was no evidence of certificates of attendance provided. Consequently, children's health and well-being cannot be guaranteed. Practitioners are suitable role models who put the children's needs and interests first. Children's behaviour is generally good and their actions show they are aware of the club's rules and behaviour boundaries. For example, the children know that they are expected to take turns and share. When needed, practitioners positively reinforce the rules and boundaries, ensuring a consistent approach. There are a sufficient range of resources in the club that reflect people of ethnic minorities. These include books and games that help children to respect and value all individuals within our society.

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

The provider has a limited understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and there are several legal requirements that are not met. Children's safety cannot be guaranteed, as not all people who have unsupervised contact with children have had their suitability checked, including through the Disclosure and Barring Service agency. Additionally, although there is a safeguarding policy, it is not effective in helping to protect children as it does not provide details of how the use of mobile phones or cameras will be controlled in order to safeguard children from the possible misuse of this equipment. Furthermore, there is no written statement of procedures to be followed in relation to complaints. This demonstrates a lack of commitment to providing the best possible service to children and families. The child enrolment form does not record all the information needed to keep children healthy and safe. These weaknesses in practice are breaches in the safeguarding and welfare requirements of the Early Years Foundation Stage and are also a failure to meet some of the legal requirements of both parts of the Childcare Register. In addition, there are other breaches to the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, discussions with the provider and practitioners reveal that while practitioners state they have completed child protection training, on the day of the inspection, there was no evidence of certificates of attendance provided. Consequently, children's safety cannot be guaranteed. Additionally, on the day of the inspection, there was also no documentation provided to confirm that the required paediatric first-aid or food hygiene training has been completed and no confirmation of the qualifications held by practitioners. Furthermore, personal hygiene routines are not consistently applied and so children are at risk from cross-infection. Staff do not benefit from a suitable appraisal system; as a result, practitioners' skills, knowledge and experience are not tracked and any future training or qualification needs are not identified. However, there is an informal induction system in place, ensuring that new practitioners become familiar with the setting's procedures. Practitioners have adequate supervision and they have ready access to advice and support when needed.

The provider has also failed to meet one of the learning and development requirements. The key-person system for those children within the early years age group has not been implemented. This results in too few focused opportunities to consider children's individual stages in development or support the youngest children's learning. The management team regularly check the continuous provision of resources and the weekly planning to ensure the educational programme is appropriate. Children and families benefit from the friendly relationships that exist between practitioners and parents. They have regular daily discussions, ensuring a two-way flow of information. There are close links with school staff, and any identified concerns are shared and strategies put in place. Self-evaluation is ineffective because the management team have failed to meet many of the requirements of the Early Years Foundation Stage. As a result, children's care, learning and development are not fully supported over time.

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:

- keep and implement an effective written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (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 (compulsory part of the Childcare Register)
- ensure there are effective systems to ensure that the registered person, the manager of the later years provision and any person caring for, or in regular contact with, children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (compulsory part of the Childcare Register)
- keep records of the following and retain them for a period of two years; the name, home address and date of birth of each child who is looked after on the premises, and the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (compulsory part of the Childcare Register)
- keep and implement an effective written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary 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 there are effective systems to ensure that the registered person, the manager of the later years provision and any person caring for, or in regular contact with, children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)
- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (voluntary part of the Childcare Register)
- keep records of the following and retain them for a period of two years; the name,

home address and date of birth of each child who is looked after on the premises, and the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the 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

Unique reference number	218362
Local authority	Staffordshire
Inspection number	876314
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	54
Name of provider	Lesley May Beardmore
Date of previous inspection	01/03/2010
Telephone number	07970 865988

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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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