

Ackworth Howard Out of School Club

Ackworth Howard School, Station Road, Ackworth, Pontefract, West Yorkshire, WF7 7HH

Inspection date	25/06/2014
Previous inspection date	02/05/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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

- The setting does not hold appropriate public liability insurance. This does not safeguard or support children's future health needs in the event of an accident.
- The monitoring of performance does not identify weakness in practice. As a result, the programme for professional development is not focused sufficiently on improving the quality of teaching.
- The quality of teaching is variable. There is not sufficient emphasis given to the value of adult interaction to support children's spontaneous play. As a result, children do not make the best progress they can.
- Children are not assigned a key person. As a result, parents and other professionals are not encouraged to share information about children's progress. Consequently, the planning of activities for children who attend before and after school does not complement learning in settings where children spend more time.

It has the following strengths

- Children are welcomed into a warm, friendly environment, which helps them to develop strong bonds with other children.
- Staff have clear expectations for good behaviour. As a result, children are well behaved.

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 outdoor activities.
- The inspector looked at records of the assessment of children's progress.
- The inspector looked at a range of documentation including the setting's policies and procedures, recording systems and children's information.
- The inspector held discussions with the deputy manager and staff.
- The inspector held discussions with children.

Inspector

June Rice

Full report

Information about the setting

Ackworth Howard 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. The setting is managed by a voluntary management committee and operates from a designated classroom, school hall and library within the Ackworth Howards Church of England Junior and Infant School in Pontefract, West Yorkshire. There is an enclosed area available for outdoor play. The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The setting opens Monday to Friday from 3.15pm to 5.45pm during term time only and serves children who attend the host school. There are currently 69 children on roll, 12 of whom are in the early years age group.

What the setting needs to do to improve further

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

- obtain and maintain appropriate public liability insurance
- improve the leadership and management of the setting by monitoring the quality of learning and teaching, and carrying out regular staff supervision to help identify weaknesses in practice
- provide training that is focused on the improvement of teaching and learning, and ensure that staff have a clear understanding of their roles and responsibilities
- assign each child a key person, and inform parents of the name of their child's key person and explain their role
- encourage parents and other professionals to share more information to help identify what is necessary for each child at any particular time; use this information to inform the planning of activities for children who attend before and after school to help complement learning in settings where children spend more time.

Inspection judgements

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

The quality of teaching is poor. Staff carry out occasional observations of what they see children doing. However, there is no evidence to suggest this information is used to help

shape further learning experiences. There is some basic knowledge of what other settings are doing to support children's learning because some staff work with the children in school. However, this is incidental and the knowledge is not used with any purpose. This means that staff do not fully understand what their role is and how they can complement what children are learning in settings where they spend more time. As a result, children do not make the best progress they can.

Staff provide a suitable range of resources and activities that are developmentally appropriate. For example, construction pieces, small world resources, craft activities and equipment to support imaginative play. There is an emphasis on providing children with the opportunity to relax, be energetic and build friendships with other children. This generally promotes their physical development and their personal, social and emotional development. The quality of adult interactions with children is variable. Interaction is limited, but staff do sometimes use open-ended questions, such as 'What could we use to ...?' and 'What else does ...?' Staff encourage children to be imaginative as they help them think about how to build a den. Children collect sticks to make a campfire and the more experienced staff take the opportunity to encourage children to count and do simple addition. However, the challenges presented are not focused on the learning needs of the younger children. This shows that staff do not take account of how younger children learn from the interaction they receive from adults during spontaneous play and self-chosen activities. As a result, this limits children's potential to continue to make progress.

The systems in place to promote partnerships with parents and the other settings children attend are not sufficiently robust. Parents are encouraged to share information about children's health and dietary needs, and what they are interested in doing. Similarly, general information is shared between settings when children are collected, but there is no emphasis on the importance of sharing information that will help support children in their learning and development. This means that staff do not have a comprehensive picture of what children know and can already do, on which to build their planning for future learning.

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

Children are happy, settled and have sound relationships with staff. This shows that they generally feel safe in the club. However, their feelings of safety are somewhat misplaced because the setting is in breach of a number of welfare requirements, which puts them at risk. Staff teach children how to stay safe through their daily routines, activities and boundaries. Children learn how to safely use the outside resources, such as tyre swings, climbing and balancing equipment and bikes. This helps them behave in ways that are safe for themselves and others. Children are well behaved and staff are consistent in their expectations. For example, they remind children to use polite language and to share with others. As a result, children learn the difference between right and wrong.

Health and well-being are sufficiently promoted by staff. Children are provided with opportunities to play outside and to use a variety of outdoor play equipment. They play football and join in parachute games. As a result, children learn the importance of fresh air and exercise. Staff provide children with a freshly prepared meal and water to drink.

Children are reminded to wash and dry their hands thoroughly before eating and after using the toilet. As a result, they learn the importance of good hygiene practices. Children who attend the setting also attend the host school. This means that they know the staff who work in both settings well. This helps with the transition between school and the out of school club. However, children are not assigned a key person. Consequently, partnerships with parents and the other settings children attend are not robust enough, and children do not have the opportunity to develop a strong bond with a particular adult. As a result, the planning of activities for children who attend before and after school is not specific to their individual needs because relevant information is not shared appropriately.

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

The leadership and management of the setting are inadequate. The monitoring of learning and teaching is ineffective and does not identify weakness in practice. As a result, the training that staff receive is not focused sufficiently on improving teaching and learning, and children do not make the good progress that they should. The setting does not hold public liability insurance. This is a breach of the requirements of the Early Years Register and both parts of the Childcare Register.

Staff demonstrate a sound knowledge and understanding of the correct procedure to follow if they have a safeguarding concern. There is a clear safeguarding policy, which guides and informs practice. It also provides information to parents about the setting's legal role and responsibilities. Staff understand their responsibility to ensure that Ofsted is informed of any significant events or any allegations of serious harm. Risk assessments are recorded and identify possible hazards and the action taken to reduce risks. This helps to keep children safe. All required documentation is in place and includes procedures to be implemented in the event of lost and uncollected children. Since the last inspection, staff have attended training in safeguarding and first aid. This helps to ensure the safety and well-being of children. Management have also devised a system to monitor the quality of the provision. However, it is not successful in identifying areas that currently require improvement. This means that breaches in requirements are not identified or addressed sufficiently.

The partnership with parents means that some relevant information is shared and parents are generally well informed about the setting's policies and operating procedures. However, the failure to implement a key-person system and to establish ongoing links that promote the regular sharing of information about children's learning and development mean that the partnerships are not robust enough to fully ensure that children's needs are met. The club is not proactive enough in developing systems to share relevant information with the host school. This means that staff do not speak to children's teachers about what they already know and can do, or their current targets. Consequently, they are not well placed to complement children's prior learning and to drive their ongoing development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Not Met

The requirements for the voluntary part of the Childcare Register are

**(with
actions)**

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- obtain and maintain appropriate public liability insurance (compulsory part of the Childcare Register)
- obtain and maintain appropriate public liability insurance (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	EY297558
Local authority	Wakefield
Inspection number	820170
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	69
Name of provider	Ackworth Howard Out of School Club Committee
Date of previous inspection	02/05/2012
Telephone number	01977 722275

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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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