

Hilltop Koosh Club

West Ardsley Community Centre, Batley Road, West Ardsley, Wakefield, West Yorkshire, WF3 1HD

Inspection date	30/06/2014
Previous inspection date	15/06/2011

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		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

- Staff obtain insufficient information from parents and other key people about children's learning and development. As a result, teaching is inconsistent and they are unable to complement children's learning in settings in which children spend more time.
- Activities are over-directed and planning does not always take into consideration children's wishes. Consequently, activities lack sufficient interest and challenge and do not effectively support children's next steps in relation to their learning and development.
- Key persons do not consistently work in partnership with parents and others. As a result, some children's care and well-being is not tailored to meet their individual needs.
- Self-evaluation is weak. Insufficient action has been taken to address the recommendations raised at the last inspection. Management systems are not consistent to drive improvement and ensure staff knowledge and understanding, which has a significant impact on children's care, learning and play.

It has the following strengths

- The premises are routinely risk assessed and children play in a safe environment.
- Nutritious food and drink is offered in sufficient quantities and the children's daily dietary requirements are appropriately met.

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 looked at the premises in relation to health and safety.
- The inspector observed staff's practices and their engagement with the children throughout the inspection.
- Children's activities were jointly observed and discussed in relation to teaching and learning.
- The inspector looked at children's records of achievement including observations and other relevant documentation.
- The inspector checked staff's suitability and qualifications and enquired about self-evaluation procedures.
- The inspector took account of the views of a parent spoken to on the day.

Inspector

Cathleen Howarth

Full report

Information about the setting

Hilltop Koosh Club registered in 2006 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It provides out-of-school care from rooms within a community centre in the West Ardsley area of Wakefield. During term-time children attend from Hill Top, Westerton and East Ardsley primary schools. The holiday club provides care for children attending these schools in addition to providing care for children from the wider community. Parents use the car park at the front of the community centre for access. The club is run by Kaleidoscope Day Nurseries Ltd, a private company which runs four other out of school clubs and four nurseries. During term-time the club is open on weekdays from 7.30am to 9am and from 3.30pm to 6pm. The holiday club is open on weekdays from 8am to 6pm. Children attend for a variety of sessions. Currently there are 55 children attending and of these, nine children are in the early years age range. There are four staff working directly with the children and all staff have appropriate early years qualifications at level 2 to 5. There is also a senior member of staff who is supernumerary and she is the line manager for all the settings.

What the setting needs to do to improve further

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

- ensure a two-way flow of information between providers, when children attend more than one setting and develop the key person system to ensure every child's learning and care is always tailored to meet their individual needs
- complement learning with settings in which children spend more time; improve the planning of challenging and enjoyable experiences, in relation to the prime areas of learning and ensure a better mix of adult-led and child-initiated activities
- ensure effective management arrangements are in place to drive continuous improvement, for example, by improving staff knowledge of the Early Years Foundation Stage and improve arrangements for accountability and access to information and knowledge of individual children, especially when the manager is absent.

Inspection judgements

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

Staff have an insecure understanding of the prime and specific areas of learning and insufficient knowledge of how to complement children's learning with settings in which children spend more time, such as school. The key person system is not effective as

insufficient information is obtained from parents and other key people to support children's progress towards the early learning goals. The educational programmes are not delivered in sufficient depth or breadth. Activities are not challenging enough and children's communication and language skills and their physical, personal, social and emotional development is not adequately supported, which is a breach of requirements.

Children's individual development files clearly show parents the range of activities their children cover over time. Photographic examples are linked to the seven areas of learning. However, staff are unsure if all children are working within the typical range of development expected for their age, as their starting points and assessments are unknown, particularly in the prime areas of learning. As a result, teaching is variable and staff are unable to adequately support children for their next stage of learning. Strategies for engaging with parents about their child's learning and development are weak and focused too much on care practices, such as what children have eaten for tea. Consequently, parents do not know what their children are learning.

Staff have limited knowledge of how to promote and deliver the prime areas of learning and activities are not facilitated consistently. For example, staff do not use enough open questions and sometimes children are allowed to interrupt and speak for others. Activities are not matched to all children's needs. For example, circle time is a whole group activity, which includes children of all ages and stages. It takes up a significant amount of children's time and they soon get bored and restless of the adult-led activity. It does not provide sufficient interest and challenge to keep children fully engaged. This hinders children's growing independence and restricts opportunities for self-chosen activities. Although the club is well-resourced, toys, equipment and play materials are not used well enough to provide challenge for children or to engage their interest. The social and recreational ethos of the club is also undermined when children request to play outside and this is not realised in favour of another adult-initiated activity, such as drawing and colouring for an international cycling topic. However, circle time is an opportunity for children to talk to others about what makes them happy and sad.

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

In relation to children's health and well-being, care practices are variable and not fully tailored to meet the individual needs of all children, for example, when to apply skin cream. This is because the key person system is not well embedded, and staff's understanding of the information obtained from parents is not fully understood, leading to misunderstandings on how best to provide for the individual needs of children.

The club's routines are not flexible enough to promote children's growing independence. Relevant examples include restricted provision for fresh air and energetic outside play, and meal time routines. Meal time is over-directed by staff that complete tasks for children who are capable of doing things for themselves, such as helping to prepare and serve food. However, the food offered to children is nutritious and served in enough quantities to provide for children's daily dietary requirements, for example, spaghetti on toast. Staff are sufficiently aware of children's special dietary requirements, and soya milk and fresh

fruit is offered as an alternative.

Children behave well and the reward system is implemented consistently. Children are confident and respectful. They are forming appropriate bonds with the staff that care for them and they always try to cooperate with their requests. Children's behaviour shows they feel safe in the setting and they express their needs and wishes in a mature and coherent way. However, transitions are not managed effectively because staff are not aware of key people in settings where children spend more time. Also, insufficient information is obtained from parents and healthcare professionals. Children's healthcare is not effectively monitored and reviewed with parents, which has a significant impact on some children's continuing care and well-being.

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

In relation to child protection, working practices and procedures help to protect children. Staff demonstrate they understand how to safeguard children. There are appropriate selection, recruitment and vetting procedures and staff induction and appraisal systems. However, management and accountability arrangements are not fully clear or understood by staff, for example, when managers are not present the whereabouts of some documents are not known. The environment is safe, risk assessed and well maintained. Children only leave the premises with a known adult. Staff induction and appraisals are in place, although, there is poor identification of individual staff's training needs, such as, developing knowledge and understanding of the Early Years Foundation Stage.

Staff have too little understanding of the learning and development requirements, particularly in relation to promoting the prime areas of learning. Observations recorded in children's development files cover the seven areas of learning but are not sufficiently focussed or linked to any assessment. There is no monitoring of the educational programme to ensure it compliments learning in school and for children to make progress. In addition, how staff facilitate children's activities and care is poor, resulting in variable staff practices, which results in inconsistent care practices and teaching. Staff are uncertain if children are developing the key skills needed for the next steps in their learning. In relation to the key person system, staff's understanding is insecure, resulting in a breach of a welfare requirement.

Self-evaluation is weak and managers have failed to address the recommendations raised at the last inspection, indicating they are not sufficiently focused on improving the provision and practice. Links with parents, other settings and other professionals involved in supporting children's care and education, are not strong enough to ensure the individual needs of children are identified and met.

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	EY331513
Local authority	Leeds
Inspection number	862487
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	55
Name of provider	Kaleidoscope Day Nurseries Ltd
Date of previous inspection	15/06/2011
Telephone number	0113 253 4968

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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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