

CJ's Out of School Club

Canon Johnson C of E Primary School, Elgin Street, Ashton-under-Lyne, OL7 9DD

Inspection date

09/06/2014

Previous inspection date

07/10/2009

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

- Not all staff have a secure knowledge of how to manage any concerns they may have about children's welfare, in order to safeguard this. It is not clear if robust checks are made on all staff when they join the setting to ensure they are suitable.
- Managers do not organise the staff so that the required numbers of correctly qualified staff are present in all daily sessions, to support children's welfare and supervise them in the correct ratios.
- Managers have not made adequate plans to cover all staffing issues, such as staff not being able to attend work, leading to incorrect ratios and greater risk to children in the event of an emergency.
- Records that must be made available to Ofsted during an inspection are not all kept on the premises, such as staff home addresses and telephone numbers, and therefore this information is not easily accessible in the event of an emergency.
- Management has not been sufficiently effective to identify where there are shortfalls in practice, or to identify where staff lack knowledge and skills in order to carry out their roles effectively at all times.

It has the following strengths

- Children are well behaved and polite in the setting. They talk confidently to staff and take part in the activities offered.

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 school hall and outdoors, and viewed toys, resources and equipment.
- The suitability of staff and managers were checked, along with evidence of their qualifications.
- Meetings were held with the manager of the provision, and the inspector spoke to members of staff when appropriate.
- The inspector and the provider discussed the opportunities provided for children's learning and play, and also the ways in which they evaluate the setting.
- The inspector took account of the views of children spoken to on the day.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

CJ's Out of School Club 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 owned by an organisation and operates within Canon Johnson Primary School, which is located in the Ashton-under-Lyne area of Tameside. The club operates from the main hall, classroom, library and continuous provision area. Children either attend the host school or another nearby primary school. There is an enclosed outdoor play area. The club is open each weekday from 7.20am to 9am and 3.15pm to 5.45pm during term times, and 7.20am until 5.45pm during school holidays. There are currently 37 children on roll, of whom six are in the early years age range. There are six staff who work directly with the children. Of these, two are qualified to level 3 and three are qualified to level 2. In addition, the manager is qualified to 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 all staff have a secure knowledge and understanding of how to manage any concerns they may have about children's welfare, in order to safeguard children effectively
- ensure that the correct staff ratios are maintained at all times in order to supervise children effectively, including by making plans to cover the eventuality of staff not arriving at work as expected
- ensure that at least one member of staff with training in food hygiene is present at all sessions, to minimise the risk to children by food being incorrectly handled, stored or prepared
- ensure that records which need to be available to Ofsted are easily accessible for inspection, including the names, home addresses and telephone numbers of staff working on the premises
- ensure that records are kept to demonstrate that robust checks are made on the suitability of all staff working in the setting
- ensure that a rigorous system to manage staff performance is implemented, in order to raise their knowledge and skills as well as coach them effectively, in order to improve the standard of care and learning provided
- make effective use of observations on children in order to plan interesting activities that are enjoyable and complement the learning they receive in school
- make effective assessments of children's progress in order to inform planning, and have this information available to share with their foundation stage teachers at school, in order to support continuity of learning

Inspection judgements

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

The previous recommendations regarding planning, observation and assessment have largely not been implemented. As a result, although activities reflect some interests of children, there is a lack of purposeful, planned play that covers a broad range of experiences, especially in the outdoor area. There is no clear system in place to make organised plans based on observations and children's views, leading to assessment. As a

result, there is little information available that can be shared with school staff about children's progress and preferred activities. This means that the opportunities to exchange information about this in order for the setting to complement children's learning at school are also limited. Therefore, there is no monitoring of the planning and observations, in order to ascertain if these are effective, or of the educational programmes to check if a balance of activities are being provided. For example, to check if staff are providing activities that cover most areas of learning, as well as children's interests and whether these are led by children's choices or by staff decisions. Consequently, many activities offered are mundane because staff do not have the expertise to present them so that they are interesting, in order to motivate children to engage in purposeful play. Therefore, children have some experiences to help them relax after school and gain some complementary learning, but learning is not well supported.

Staff provide some activities that children are interested in, such as making pictures with small beads on frames. This activity gives children an opportunity to be creative and also develops their fine manipulative skills. Staff sit with children and they talk about their day at school and the activity in hand, to develop their communication skills. Children have access to small world toys, such as dolls and figures, to support their imaginative play, but tend to play with these alone, which does not support their development of communication and language. This is because staff do not offer to play with them or find other children who might join in. Children use felt-tip pens to draw and write, which complements their learning in literacy at school. There is provision for children to complete homework with support from staff, if they choose. A small selection of books is accessible in the setting's large storage cupboards, which are open for children to select from. Resources are also kept for construction play, painting and collaging. Appropriate scissors are accessible for children to use if they wish, to develop their cutting skills.

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

There is not a member of staff present in all sessions who is trained in food hygiene, which is a breach of the requirements for the Early Years Register. As a result, this raises the risk of food being stored and handled incorrectly, leading to possible cross-contamination and the spread of illness. However, the utensils required for children, such as plates and beakers, are clean and stored appropriately to support adequate standards of hygiene. The sink in the area used for washing these is tidy and clean. Food provided for snacks is nutritious, such as fruit, cheese and crackers, to support children's experience of foods that contribute to a healthy diet and lifestyle. Children have ongoing access to drinking water in order to learn to meet their own needs for this. The setting has three staff who have valid qualifications in paediatric first aid in order to manage any emergencies of this type, and at least one is always present during sessions. However, the lack of correct staff ratios in some sessions means that there is a potentially greater risk to children in the event of an emergency, if only one member of staff is supervising them. The setting provides a quieter area where children can relax and rest if they are tired, which is supervised when children wish to use it.

Children have access to outdoor play in order to develop their whole-body coordination. Staff are deployed adequately in the outdoor area in order to support their safety. Children

can choose from a range of large fixed equipment, such as climbing frames, as well as play football with staff. Therefore, they have adequate opportunities to learn about taking reasonable risk in play with supervision. However, resources to support physical development in the outdoor area through activities such as creative play are not provided, limiting the potential for children to access a balance of learning experiences in the outdoors. Children are observed to be well behaved and move carefully around the indoor premises, showing regard for others. They are polite to each other and staff, demonstrating that the use of good manners is established in the setting. Children serve themselves at snack time, to develop their independence skills. For example, they spread cream cheese on crackers and pour their own drinks. They are confident to speak to staff and clearly enjoy sitting and talking with them during their play. This provides support for children's social and communication skills. Resources are largely accessible to children, with only a few needing staff help to be provided. This supports children's independence as they can make their own decisions about what to play with.

The setting works in partnership with parents to support children's well-being by obtaining information about their health and any related needs when they join. For example, the setting records information about any dietary needs of children in order to provide special foods. Parents also receive copies of the setting's policies and procedures to keep so that they can refer to these if needed. They also can provide permission over a range of matters, such as whether sun cream may be applied to children and the use of photographs. This means that parents have some options with which to tailor their children's care to meet their needs. Parents receive adequate information about their children's welfare at collection times. The staff take care to ensure that parents sign the accident record if needed when they collect children and also draw their attention to any notes, accident forms from school or letters from school staff. This supports continuity of support for children's well-being and development. When children are collected from other schools, staff ask for any information that they may need to share with parents about children. They also make checks by telephone if they find that a child has not attended school and the parents have not informed school or the setting in advance of the reason for this. This supports safeguarding children's welfare. The setting operates a key-person system for children in order for there to be one member of staff who knows children's needs and preferences.

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

This inspection was prioritised as a result of concerns being raised with Ofsted about the supervision of children and whether correct staff ratios were being maintained for this. A full inspection found that this provision is inadequate due to a number of breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage and the compulsory and voluntary parts of the Childcare Register. Not all staff have a secure knowledge of the procedures they should follow if they have concerns about children's welfare, leading to safeguarding of children being inadequate. This compromises children's welfare as it raises the risk that any concerns about children's welfare may not be reported by staff in order to be dealt with by the correct authority. The setting does,

however, have a suitable policy and procedures in place for safeguarding, which meet requirements if known and implemented by staff. There is evidence that most staff are subject to Disclosure and Barring Service checks as part of a basic recruitment process to ensure that only suitable adults are employed to care for children. However, the provider was not able to produce evidence that all staff have been checked for their suitability for work with children by recording this accurately. There is an induction programme for new staff in order to support them working safely with children. For example, new staff familiarise themselves with the policies and procedures for the setting and do not answer the door as they do not know the adults who are authorised to collect children. The provider was also not able to demonstrate that the requirement is met for keeping a record of all the names, home addresses and telephone numbers of staff working in the setting on the premises. This is also a breach of both parts of the Childcare Register. Other documentation and records, such as the daily record of attendance, are kept adequately to support provision for children's welfare. Also, the club does not always operate at the correct ratios for staff qualifications throughout the week, which is a breach in requirements for both the Early Years Register and the compulsory and voluntary parts of the Childcare Register. This is because it regularly operates with fewer than half the staff having the required minimum qualification in childcare at level 2 during one of the after school sessions during the week. Additionally, on the day of inspection, it was found that the named deputy was working alone for at least 20 minutes with children as a member of staff had informed the setting belatedly that they would not be able to work. Two other staff usually working in the setting on that afternoon were collecting children from a nearby school and no others were starting work early enough to cover the gap in staffing therefore created. This demonstrates a lack of planning with regard to staffing and maintaining correct ratios.

There is a system in place to manage staff performance, but this largely concentrates on staff satisfaction with their role and reviewing when staff need basic training renewing, such as paediatric first aid. Therefore, staff do not receive effective coaching in order to raise standards in their practice because robust criteria for assessing their quality of practice and professional knowledge are not used. The setting does not have a rigorous approach to evaluation or to seeking a broad range of views of those associated with it, in order to bring about continuous improvement. As a result of a lack of evaluation, gaps in the leadership and management of the setting have led to it becoming inadequate. Previous recommendations have not been implemented with regard to planning challenging activities that support children making good progress in their learning and then assessing this accurately. As a result, the activities offered and the ways staff use them in order to drive children's learning lack purpose, leading to learning not being optimised. Parents and staff engage in dialogue at handover times, but this is mainly concerned with children's well-being rather than also ascertaining their views on the setting. Staff plan some activities based on children's observed interests and also sometimes use their views when planning. However, there is no organised approach to using any observations for assessments that can be shared with children's teachers, in order to inform the completion of children's foundation stage profiles or to enhance the breadth of activities offered. This leads to a limited range of activities being offered to children, which does not consistently complement learning that takes place in school.

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 at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work, in addition to a manager being present who has a full and relevant level 3 qualification (compulsory part of the Childcare Register)
- ensure that a record is kept of the name, home address and telephone number of every person working on the part of premises on which childcare is provided (compulsory part of the Childcare Register)
- ensure that a record is kept of the name, home address and telephone number of every person working on the part of premises on which childcare is provided (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	EY315274
Local authority	Tameside
Inspection number	977265
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	37
Name of provider	Victoria Hampson & Amanda Brooks Partnership
Date of previous inspection	07/10/2009
Telephone number	0161 330 3169

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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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