

Big Stars Play Club

588 Broadway, Chadderton, Oldham, OL9 9NF

Inspection date

Previous inspection date

09/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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 safeguarding lead practitioner has not attended an appropriate child protection training course. As a result, they do not have an up-to-date knowledge and understanding of identifying and responding to safeguarding issues.
- Training and supervision are not sufficiently focussed on safeguarding and child protection. Practitioners are not trained to understand the safeguarding policy and procedures. As a result, they do not have up-to-date knowledge of safeguarding issues.
- There are no practitioners who hold a current paediatric first aid certificate. As a result, no one is trained to deal with emergencies of this type.
- Observations and assessment are not frequent enough or consistent in quality to build on children's progress. Planning is not effective in matching activities to children's needs. As a result, activities are not adequately challenging the children.
- There is ineffective monitoring of practitioners resulting in inconsistent practice and poor identification of training needs.
- Partnership arrangements with local primary schools are not yet effective. As a result, children are not benefiting from continuity in learning.

It has the following strengths

- Practitioners generally support children to play together and develop control over their actions. As a result, most children behave appropriately for their age.

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 outdoor environment.
- The inspector held meetings with the manager.
- The inspector looked at observation records of the children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of the parents.

Inspector

Suzanne Fenwick

Full report

Information about the setting

Big Stars Play club was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and was re-registered in new premises in January 2014. It is situated on the first floor of commercial premises in the Chadderton area of Oldham, and is managed by a private individual. The club serves four schools in the local area. It operates from two play rooms and there is an enclosed area available for outdoor play. The club employs four child care practitioners. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. In addition, the owner/manager has an early years qualification at level 4 and a play work qualification at level 3. The club is open Monday to Friday all year round. Sessions are from 7.30am to 9.15am and 3pm to 6pm during term time only, and from 8am to 6pm during school holidays. Children attend for a variety of sessions. There are currently 10 children attending who 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:

- ensure that the safeguarding lead practitioner has attended a child protection training course which enables them to identify, understand and respond appropriately to signs and symptoms of possible abuse and neglect
- ensure that training and supervision are strongly focussed on safeguarding and child protection to make certain all practitioners, have an up-to-date knowledge and understanding of the safeguarding requirements
- ensure that there is at least one person who has a current paediatric first aid certificate on the premises at all times when children are present, and to accompany children on outings, including the journey to and from school
- ensure that observations and assessments are consistent in quality and are carried out frequently to ensure that children are making good progress and implement systems for planning to ensure that activities match the children's needs, are interesting and provide the children with an adequate level of challenge
- ensure systems for monitoring practitioners are implemented in order to improve the quality of teaching and promptly identify any training needs
- establish links with local primary schools to ensure children are receiving continuity of learning between settings.

Inspection judgements

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

Practitioners knowledge about how to promote children's learning and development is limited. As a result, the quality of teaching is weak and not matched to the children's needs. Activities do not adequately cover the areas of learning and development. Consequently, activities are not interesting and do not provide enough challenge for the children. Practitioners record their observations of the children, however, these are not consistent in quality and do not happen frequently enough. Therefore, staff do not know what children can already do in order to plan to support future progress. Planning is currently not effective in matching activities to the children's individual needs. Systems for gathering initial assessments and arrangements for ongoing assessments of children's learning are not effective. As a result, practitioners are not planning next steps in children's learning which extend and enhance their learning experiences.

The indoor environment is organised into different areas of provision and is adequately resourced. Practitioners place great emphasis on physical development and children have lots of opportunities to play freely outdoors. Practitioners make resources available for children in the outdoor environment. Children have the opportunity to play with balls, hoops, bikes, scooters and some mark making materials. As a result, the children choose what they want to play with and play with. A group of children develop their co-ordination as they play football with a practitioner. Another group of children spend time drawing pictures. However, the mark making resources which are available to the children are very limited. Consequently, the children are not able to experiment and explore with a variety of media and materials, which impacts further as they spend the entirety of this session in the outdoor environment.

There is a key-person system in place, however, it is not secure enough to ensure that learning is tailored to meet the individual needs of the children. The key person does not support parents in guiding their learning at home. The club cares for children who attend surrounding schools. However, they have not yet established effective systems with the teachers to ensure a two-way flow of information is in place for gathering information regarding the children's well-being, educational programme and school assessments. As a result, the club does not always plan activities which complement the school curriculum and support the children's age and stage of learning. This has an impact on practitioners' ability to promote continuity of care or complement children's learning that takes place in school.

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

Children are allocated a key person based on their age and which practitioner the child builds a relationship with. Practitioners manage children's move into the club through tailoring the settling-in process to meet the individual needs of the child. Children generally make the move from school into the club well. Practitioners supervise children throughout the session and deploy themselves in different areas of the outdoor

environment to ensure that ratios are met and children are safe during their play. They offer some help to children when needed, such as helping them to make marks.

Children are happy and confident in the club and enjoy playing with their friends. However, this is a false sense of security because procedures for training practitioners on safeguarding are not in place. This compromises children's safety. Practitioners remind children of behaviour and safety rules, such as not kicking the ball directly in others faces, therefore, children generally know how to behave. Practitioners are considering the safety of children in relation to ensuring they meet the adult to child ratio and by completing daily checks of the environment to ensure hazards are removed or minimised. Children who walk the journey to and from school are learning about road safety through daily reminders from practitioners on the importance of walking sensibly.

Children manage their own personal needs relevant to their age. For example, they use the bathroom independently and wash their own hands. Children are provided with a snack during their time at the club, such as sandwiches, toast or fruit. They access fresh drinking water regularly throughout the session and have ample opportunity to play outdoors and get plenty of fresh air, all of which contributes to a healthy lifestyle. Children are independent as they choose what they want to do from the resources available outdoors.

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

The provider is aware of the safeguarding and welfare requirements of the Early Years Foundation Stage. However, they are breaching one or more of the requirements which is having an impact on the safety and well-being of the children. The safeguarding lead practitioner has not completed an appropriate child protection training course. As a result, they are unable to provide practitioners with the required training and support to enable them to confidently identify signs and symptoms of possible abuse. Practitioners do not have a good enough understanding of safeguarding and are not clear about what to do if they have a concern about a child in their care. These failings compromise children's safety and welfare. There are no practitioners who have current paediatric first-aid certificates. As a result, no one is trained to deal with such emergencies. This is a breach of requirements of the Early Years Register and both parts of the Childcare Register. There are appropriate procedures in place for recruiting, vetting and checking practitioners, which ensure that they are suitable and safe to work with children. There is an induction procedure in place which provides new practitioners with relevant information about their role and responsibilities. Systems for recording and reporting on accidents, incidents and the administration of medication are in place and meet requirements. Risk assessments and daily checks of the nursery are carried out to ensure hazards are removed or minimised.

Self-evaluation is not sufficiently rigorous as practitioners do not identify the strengths and weaknesses of the club. As a result, actions do not focussed strongly enough on improving the quality of teaching. This has an impact on the provider's ability to develop the provision. There are currently no systems in place to monitor and evaluate practitioners

practice to identify training needs to improve learning outcomes for children. Annual appraisals are undertaken, however, these are not yet effective in identifying mandatory training requirements and opportunities for continuous professional development. This means the team do not have a secure knowledge and understanding of the learning and development requirements, which affects the efficiency of the educational programmes.

Arrangements for sharing information with parents regarding children's learning and skills are not established. This prevents practitioners from tailoring activities and the learning environment to suit children's individual needs and interests. Parents speak positively about the out of school club and comment that they feel confident and happy for their children to attend. Information is not effectively shared with the schools, which means practitioners cannot support and extend children's skills gained from the place where they spend most of their 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:

- the registered person must ensure that at least one person who is caring for children has an appropriate first aid qualification (compulsory part of Childcare Register)
- the registered person must ensure that at least one person who is caring for children has an appropriate first aid qualification (voluntary part of 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	EY473082
Local authority	Oldham
Inspection number	951004
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	40
Name of provider	Claire Louise Stryczek
Date of previous inspection	not applicable
Telephone number	07747 061101

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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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