

Kidsafe

Tarvin Primary School, Heath Drive, Tarvin, CHESTER, CH3 8LS

Inspection date	14/07/2014
Previous inspection date	12/10/2009

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 lack knowledge and understanding of the Early Years Foundation Stage. This has an impact on their ability to fully meet requirements and ensure children's welfare and learning is effectively supported.
- Management do not make available a number of key documents for inspection, including records to verify that Disclosure and Barring Service checks have been undertaken on all staff. This means that some legal requirements are not met and that children's safety and well-being cannot be assured.
- The quality of teaching is weak. Planning is not robust enough to provide children with purposeful play activities that engage their interests and abilities, or provide challenge to extend their learning and development.
- Managers have not developed procedures for ensuring the safe and appropriate use of mobile telephones and cameras in the setting, consequently, children are not fully protected.
- Staff do not ensure that the risk assessment process is robust enough to ensure children are safeguarded at all times.

It has the following strengths

- Children develop positive and warm relationships with staff and other children in the setting, which helps them feel to secure. Older children are kind and caring to the younger children.

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 compulsory part 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 main hall and the outdoor play area.
- The inspector spoke with children and staff and held a meeting with the manager and the owner of the setting.
- The inspector looked at and discussed a range of policies and procedures.
- The inspector took into account the views of parents and children spoken to on the day.

Inspector

Ron Goldsmith

Full report

Information about the setting

Kidsafe was registered again under new ownership in 2009 on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and managed. It provides a before and after school provision, from the main hall in Tarvin Primary School, Tarvin, Cheshire. Children attend from the host school. There are currently 54 children on roll, 10 of whom are in the early years age range. All children share access to enclosed outdoor areas. There are four members of staff, including the manager, who work with the children. Of these, two hold a childcare qualification at level 3. The setting is open Monday to Friday from 3.15pm to 6pm during term time. The setting is accessible to all children and their parents.

What the setting needs to do to improve further

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

- improve the quality of play and learning experiences for younger children by using the Early Years Foundation Stage. Guide and support children's learning and development, particularly in the prime areas, by planning a broad range of challenging activities that complement their learning in school and limiting the use of television
- improve the systems for maintaining staff records by recording information about staff qualifications, identity checks and vetting processes that have been completed, including details about Disclosure and Barring Service checks. Make sure records are easily accessible and available
- ensure the safeguarding policy and procedures are robust and fully protects children and includes a procedure for the safe and appropriate use of mobile telephones and cameras in the setting
- ensure that there is a clear and well-understood policy and procedure for assessing any risks to children's safety and that these are followed consistently to ensure hazards to the children are minimised.

Inspection judgements

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

Practice is not consistently good enough to support children's needs because staff are not confident in using the Early Years Foundation Stage to help guide their learning and development. Although, observations are being made about what children do, their

interests and abilities are not consistently recognised or acted upon. The organisation of the first hour of the session is inflexible and relies too much on the use of television. This prevents them from engaging in active play and interacting with others. Conversations are limited during snack time, due to the distraction of the television. As a result, children's physical, social and communication skills are not consistently well promoted. This is in part due to the lack of monitoring by managers of staff performance, which has a negative impact on children's welfare and learning.

Children are eager to play outside after a long day at school and take resources outdoors to play with. Some conversations between staff and children help them to develop some of their ideas and thinking, such as when staff respond to children's exploration of the natural environment. However, opportunities to extend this in a meaningful way are restricted by the absence of resources or careful planning to support it effectively. Children enjoy their outdoor play because it gives them an opportunity to run and play enthusiastically. They play tennis and football and join in a large group game of skipping. Staff organise additional activities for children to enjoy indoors. For example, children enjoy playing snooker or using small world toys. All children enjoy spending time talking to each other and relaxing after a long day at school. They find quiet areas to sit outside and chat. They benefit from some positive support and interaction from the staff. Staff talk to children about what they have done in school or at home.

Engagement with parents is generally sound and relationships are friendly. Parents are given some idea about what the setting offers on the noticeboard and through daily discussions. Staff are beginning to develop information about children's personal achievements to share with parents and teachers.

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

Children are happy and confident in the setting and enjoy playing with their friends. Each child is allocated a key person when they begin attending the setting. Children generally make the move into the setting well, as all children attend the host school. In addition, a 'buddy system' pairs an older child with a younger child. Older children show concern in looking after the younger children. Therefore, children are familiar with their school friends and feel comfortable in their surroundings, which supports their emotional well-being. Children are 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, a number of key documents are not available for inspection, including records to verify that Disclosure and Barring Service checks have been undertaken. This means that some legal requirements are not met and that children's safety and well-being cannot be assured.

Staff supervise children throughout the session and deploy themselves in different areas to ensure that ratios are met and they are safe during their play. However, the risk assessment process is not robust enough to ensure children are safeguarded at all times. For example, a gate is left unlocked for some time during outdoor play. Staff remind children of behaviour and safety rules, such as using chairs correctly and making sure

equipment is properly used. As a result, children generally know how to behave. Staff consider the safety of children by ensuring that they meet the adult-to-child ratio, supervise them closely and maintain an up-to-date first-aid qualification, so that they can attend to minor accidents.

Children manage their own personal needs relevant to their age. For example, they use the toilets independently and wash their own hands. Children are provided with a snack when they first come into the setting, but this is a formal system that does not support children's independence by encouraging them to help themselves or others. The snack includes fresh fruit, bread, cracker and tomatoes. They access fresh drinking water regularly throughout the session and have opportunities to play outdoors. All of which contributes to a generally healthy lifestyle. Children are able to make some independent choices in what they want to do from the resources and activities available. For example, they decide to play outside, so that they can enjoy energetic games.

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

Overall, children are kept safe in the setting, for example, through adequate supervision. Nevertheless, staff do not ensure that the risk assessment process is robust enough to ensure children are safeguarded at all times. For example, external gates are left unlocked for a long period. In addition, there are no procedures for ensuring the safe and appropriate use of mobile telephones and cameras in the setting, consequently, children are not fully protected. Staff show a basic awareness of safeguarding procedures and they know how to report concerns about children's welfare. However, management systems are not robust. As a result, there are breaches of the Early Years Register and the Childcare Register. Records of children's progress indicate areas of learning and development are being covered over time. Basic information is shared with teachers in the host school. As a result, there is some improvement to children's welfare.

Records to confirm that staff are suitable to work with children, such as Disclosure and Barring Service checks, qualifications and first-aid certificates, are not available for inspection. This has a negative impact on children's welfare, learning and the overall effectiveness of the setting. Monitoring of practice is informal. The manager works alongside staff, which gives her a general overview of staff performance and the range of activities provided. However, systems for improving staff teaching skills, for example, through supervision and coaching or promoting staff's understanding of the Early Years Foundation Stage are not yet implemented. This results in inconsistencies in the quality of interactions with the children and the quality of activities that they engage in. Although, the manager has recently taken advantage of some internet training opportunities, training opportunities are generally limited. 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.

Generally, effective partnership working with parents and teachers means that children and families benefit from the friendly relationships that exist between staff and parents.

They have regular daily discussions, ensuring a two-way flow of information. Overall, parents respond positively about the setting and say staff provide children with an appropriate range of activities after a school day.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

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

- ensure there are effective systems to confirm any person caring for children is suitable to work with children, which must include an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory 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	EY388877
Local authority	Cheshire West and Chester
Inspection number	879032
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	54
Name of provider	Carol Ann Crute
Date of previous inspection	12/10/2009
Telephone number	01829 740 399

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

