

Speke Kids Club

All Saints Vicarage, Speke Church Road, LIVERPOOL, L24 3TA

Inspection date

16/07/2014

Previous inspection date

08/10/2008

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
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 deployment of staff, who hold a current paediatric first-aid certificate is not sufficiently rigorous to ensure that regulatory requirements are fully met at all times. This means that on some occasions when escorting children to and from schools, children's well-being and safety is compromised.
- Children's safety is not fully assured because the arrangements for recording their attendance is not always accurate.
- Children's access to the outdoor play area is sometimes limited and the quality of learning opportunities in this area do not reflect those that are provided indoors.

It has the following strengths

- The friendly and enthusiastic interactions from the staff ensure that children form secure attachments quickly. Children's good behaviour is encouraged with consistency and sensitivity. As a result, children demonstrate they feel at ease in the setting and they play well with each other.
- The premises indoors are bright, clean, welcoming and secure. Staff ensure that on a daily basis the equipment available is suitable for purpose and of interest to the 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Prior to the inspection, the inspector viewed the club's self-evaluation document and previous report. During the inspection, he spoke informally with some of the children and parents.
 - The inspector observed activities in the main room and he viewed the outdoor play area and the equipment being used on the day of the inspection.
- During the inspection, the inspector viewed children's assessment and planning records, regulatory information held about the children, regulatory documentation
- regarding adults' qualifications and suitability checks. He discussed the procedures for safeguarding children and viewed the risk assessments and other pertinent safety records.
- The inspector held several discussions with the owner/manager at appropriate times during the inspection. He also held discussions with her about the learning and
- development requirements and the arrangements for planning and assessing children's learning. He used these discussions to explore the interviewees' understanding of the learning taking place.

Inspector

Frank Kelly

Full report

Information about the setting

Speke Kids Club was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by an individual and operates from within All Saints vicarage hall in Speke in Liverpool. Children are cared for in the main room and they have access to outdoor play areas. The after school club accommodates children from four local schools and when operating, a holiday club offers provision to the wider community. It opens Monday to Friday from 7.30am to 9am and 3.15pm to 6pm, during term time and from 7.30am to 6pm during school holidays. The club currently employs four members of childcare staff, all of whom hold an appropriate early years qualification at level 3. There are currently 27 children attending, of whom three are within the early years age range.

What the setting needs to do to improve further

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

- ensure that at least one person, who has a current paediatric first-aid certificate accompanies children on outings, for example, when escorting each group of children to or from school
- ensure that the methods for recording the times of children's attendance each day are rigorously implemented to ensure there is an accurate overview of the children being cared for at all times of the day
- revise children's access to the outdoor play area and ensure that the activities and resources available provide purposeful play across all the areas of learning, reflecting the quality of opportunities that children are afforded indoors.

Inspection judgements

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

Staff's sense of fun and their enthusiasm creates a pleasant place for children to be and extend their learning after a long day in school. Staff have a secure understanding of how different activities link to the different areas of learning. Consequently, children enter a play environment indoors that is invitingly presented and promotes learning across all seven areas of learning. The organisation within the main halls allows children to make independent choices about what they want to play with. Access to writing and creative materials means that children can draw and practise their early writing skills if they so wish to. Children explore the dressing up rail, look at books and build with blocks and other construction materials. These activities allow children to use their imagination,

extend their language, use tools for a purpose and practise their self-help skills when dressing. Caring and enthusiastic staff interact well with the children during the session, which ensures they have an enjoyable, fun-time while at the club. During the inspection, the outdoor area was not set up and children were not invited to go outdoors. Planning records and discussions with staff demonstrate this is not always the case and on many occasions children go out to play. However, staff have not considered how they can improve children's awareness of being able to go outdoors and the ease of access to a fuller range of resources to use while outside. As a result, children's opportunities to be outside, do things differently or on a bigger scale are limited.

Parents are consulted when children first start to ensure that all key information is known about children's individual needs and interests. A key-person system is in place and arrangements for seeking information from other providers, such as the school staff, have been implemented. As a result, staff plan activities to complement children's current focus within school. Daily discussion takes place on collection of the children, which means that parents are suitably informed about their child's activities and their successes are shared. Staff undertake occasional observations and securely use them to plan possible activities to further extend the children's development. In addition, they seek the views of all the children in the club to gain ideas about what they wish to do, for example, making dough models. Staff facilitate and extend such activities by encouraging the children to work in a group to mix and create the basic modelling dough. Children then freely create models of their choice.

Teaching is sound and staff support children well to allow them to get the best out of unfamiliar activities. For example, staff explain the rules of a memory game. They stay close to provide children with support and enthusiastically applaud them when they remember where a character is. This helps children to develop their problem solving skills for thinking and boosts their confidence and self-esteem. Children instigate a catching game and staff use this to encourage them to take turns, develop their physical coordination and introduce and practise counting. Consequently, children are busy and enjoy their play. There is a suitable range of technology, such as the gaming consoles and computers. The breadth of activities provided fosters children's learning and actively promotes their social skills. As a result, children benefit from regular opportunities to build and practise their skills for future learning, in relaxed and playful ways.

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

Staff invite parents to share information about their child's unique needs and routines before they first start. They use this information to support children, such as meeting behaviour and dietary needs. Procedures are in place should the club need to establish partnerships with other services. For example, to support any child, who has special educational needs and/or disabilities. The key-person system is working well and staff ensure that new children are supported effectively to understand the routines. Staff are attentive without taking over. They invite children to join in a wide a range of activities and stay close by, so children have an understanding of what to do. As a result, children have built secure relationships with the staff. They arrive happily and greet each other enthusiastically when their peers, who attend other schools arrive. Consequently, they

appear at ease and have a feeling of being safe in the care of the staff. However, while children appear to feel safe and at ease, there are inconsistencies and weaknesses in the way that some aspects of the welfare requirements are met. This has potential implications on their overall safety and well-being.

On a day-to-day basis, children are soundly supported to manage their own health and hygiene. Staff gently remind them to wash their hands after visiting the toilet and they independently use anti-bacterial hand sanitizers to clean their hands before snack. They develop their independence as they serve themselves at snack time and pour their own water. They also freely contribute to tidying away after they have eaten. Staff applaud and acknowledge their efforts when they help to tidy up. As a result, children further build on skills, which they use in school. Games of catch and electronic interactive sports games allow children to be active indoors, raise their heart rate and improve their physical development. When children have access to the outdoors, they have opportunities to run around and play ball games. This helps to promote their health. Snacks served are based on healthy options, such as simple sandwiches and fruit. During holiday schemes, children bring their own packed lunches, which are stored appropriately. The club follows recommended food hygiene procedures, which comply fully with the environmental health officers requirements.

Children gain an awareness about other cultures and lifestyles through the books and displays within the setting. Discussions and activities linked to current events, such as creating flags of the football teams participating in the world cup, help children to gain a wider understanding of difference and the diversity within today's society. Staff encourage polite interactions between the children as they present positive role models. They model appropriate manners, such as 'please' and 'thank you' and praise children well when they respond and mirror their example. This provides children with clear expectations of how to conduct themselves while at the club. Should children become upset, staff are very calm and sensitive to the individual child's frustrations. They remain calm and gently redirect the upset children away from others. This minimises the effect on the other children and prevents their activities being disrupted or them also becoming upset. Staff stay close with children, who are upset and skilfully distract. For example, they invite the children to come and speak with visitors, which captures their interest. Afterwards, staff enquire if children would like to have a drink and something to eat. This ensures that children remain refreshed and that their well-being continues to be promoted.

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

The setting meets most of the requirements of the Statutory framework for the Early Years Foundation Stage. However, while there are sufficient staff who have up-to-date first-aid training they are not deployed effectively to ensure children's health and safety is promoted at all times. For example, on some occasions, children are escorted to and from school by staff, who are not currently first-aid trained. This is a breach of requirements of the Early Years Foundation Stage and both parts of the Childcare Register. It is acknowledged that on being alerted to this, the owner/manager indicated the reorganisation of the staff rota's for future collection arrangements to ensure requirements

are met. In addition, attendance records of the children are not always kept properly as staff do not always record children's departures. This is also a breach of requirements for the Early Years Foundation Stage and both parts of the Childcare Register and potentially compromises the effectiveness of safeguarding the children.

Recruitment and selection processes follow appropriate guidance, with records to evidence staff's childcare qualifications being retained. Most adults caring for children have completed a full vetting check, such as those carried out by the Disclosure and Barring Service. Those who have yet to complete such checks are not left unaccompanied with children. The safeguarding children procedures reflect the requirements of the Local Safeguarding Children's Board and staff have completed relevant child-protection training. As a result, staff at all levels demonstrate a sound understanding of the steps they must take, should they have concerns about the well-being or safety of a child. They are familiar with the procedures for reporting allegations against a member of staff and implement the procedures regarding the restricted use of mobile telephones consistently. Good security of the premises is maintained and children are supervised well. Risk assessment is updated regularly as required and complemented by the staff's daily check list. The electrical equipment and fire safety equipment is serviced as required and staff practise the evacuation procedures with the children. This helps children to learn about actions that contribute to their own safety. Arrangements for outings, in most respects, are well-thought-out and follow recommended practice. For example, should coach hire be required, the owner /manager ensures that the vehicle is hired from a reputable company, suitably maintained and has safety features, such as seat belts. Staff always follow designated routes during daily routines to and from schools and staff carry a first-aid box.

On a day-to-day basis, the small staff team is well established and the adults caring for children work well together. This creates a pleasant environment for the children to be in. The owner has begun to undertake supervision with staff and is aware of the benefits of undertaking a more robust self-evaluation to support improvement. The recommendations from the last inspection have, in the main, been met. This includes the way that staff plan for children's learning. The setting demonstrates that it understands and has sound procedures for linking with schools and other services and professionals. This enables children to be appropriately supported, based on their individual needs. Staff contribute to the activity planning. Displays throughout the premises provide parents with information about the club and activities that the children have been participating in. Warm and friendly greetings from staff means that parents are relaxed and take time to regularly exchange and update information when they collect their children.

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 one person, who is caring for children has an appropriate first aid qualification (compulsory part of the Childcare Register)
- ensure a daily record of the names of the children looked after on the premises and their hours of attendance is maintained (compulsory part of the Childcare Register).
- ensure that at least one person, who is caring for children has an appropriate first aid qualification (voluntary part of the Childcare Register)
- ensure a daily record of the names of the children looked after on the premises and their hours of attendance is maintained (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	EY372213
Local authority	Liverpool
Inspection number	858112
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	27
Name of provider	Nicola Patricia Gaul
Date of previous inspection	08/10/2008
Telephone number	07709 327 203

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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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