

North Horsham ASC

The Holbrook Club, North Heath Lane, Horsham, West Sussex, RH12 5PJ

Inspection date	03/06/2014
Previous inspection date	21/09/2011

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		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 committee and manager fail to monitor the breakfast club provision effectively and weaknesses in practice are not identified.
- The provider has failed in their duty to notify Ofsted of any significant event and details of all members of the committee.
- There is evidence that children's behaviour is not always managed appropriately by staff in the breakfast club, and this has a negative effect on children's well-being.
- Complaints are not always investigated and a written record of complaints relating to the breakfast club was not available.
- Staff do not receive regular appraisals or supervision to identify their training needs.
- Communication between the committee, manager, staff and parents is poor. As a result, there is a lack of consistency in practice, children's care and the sharing of important information to promote children's individual needs.

It has the following strengths

- Children are motivated in their play because staff adopt a flexible approach to planning activities so that children can choose what they do. They particularly enjoy playing outdoors.

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 attended the after-school provision and observed activities in the indoor and outdoor play areas.
- The inspector completed a joint observation with the manager of the provision in the outdoor play area.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, discussed activity planning, checked evidence of suitability and qualifications of practitioners working with children, and discussed the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Catherine Greenwood

Full report

Information about the setting

The North Horsham After School Club has been registered since 2003. It is run by North Horsham Voluntary Management Committee. It operates from a large room and sports hall in the Holbrook Club in North Horsham. There are tennis courts and a field, with an enclosed playground available for outdoor play. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 21 children under eight years on roll. Children are picked up from three local schools, including North Heath Primary and All Saints, and brought to the provision. Some children are transported to and from their school by taxi. The provision is open during term times only, five days a week, except bank holidays, from 7.30am to 9am and from 3pm to 6pm. There are 11 members of staff, six of whom hold appropriate qualifications to at least level 2 or above in childcare and playwork. Some of the staff work as bank staff to meet required staff-to-child ratios.

What the setting needs to do to improve further

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

- ensure the manager of the provision has a clear understanding of their role and responsibilities, with particular reference to the breakfast club
- implement effective systems to ensure Ofsted is notified of any significant event which may affect the suitability of the nominated person or any person who cares for children
- ensure a written record is kept of any complaints related to the breakfast club and their outcome and make the record of complaints available for inspection
- ensure that the person responsible for the management of children's behaviour supports and guides staff in identifying appropriate strategies to manage the behaviour of children who attend, with particular reference to the breakfast club
- ensure parents are always kept informed about children's behaviour so agreements can be made about how to meet children's individual needs
- ensure that regular appraisals are completed for all staff to identify any training needs and secure opportunities for their continued professional development
- ensure appropriate arrangements are put in place to improve communication with the committee and for the regular supervision and monitoring of staff practice, so they have opportunities to address issues as they occur and to develop a culture of mutual support, teamwork and continuous improvement
- implement effective systems to ensure Ofsted is notified of the names of all members of the committee.

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

There are inconsistencies in staff practice and how well children's individual needs are met. The overall manager does not monitor what is happening in the breakfast club and is unaware of the weaknesses in the quality of this aspect of their provision. As a result, children's experiences in the breakfast club are not as positive as they are in the after-school club. Staff working with children in the breakfast club do not consistently manage behaviour well to support the children's emotional well-being. Children attending the breakfast club do not understand what is expected of them and there is evidence that

unacceptable behaviour is not always managed appropriately. This means that the breakfast club provision is not always conducive to children's learning and they do not always enjoy their time in the club. This also affects their readiness to learn when they arrive at school. Recently, staff have been given clearer guidance and support about how to manage children's behaviour appropriately when they do not cooperate. This has had a positive impact on staff skills in the after-school club but not the breakfast club. Most children attending after school understand and follow the rules and adjust their behaviour to different situations. For example, children know that they need to take turns when using the climbing apparatus. Although staff record significant incidents of children's behaviour, they do not always inform parents about times when children do not adhere to the boundaries or are distressed. Parents of children attending the breakfast club are not always involved in their children's care and learning. For example, if children's behaviour gives cause for concern, parents are not consulted about how staff can support and meet children's individual needs. Parents' views are sought about the provision but are not actively used to shape the provision and improve outcomes for children.

The after-school provision has a relaxed atmosphere where children have plenty of time to play with their friends and choose what they want to do. For example, at the beginning of the session they eagerly use small elastic bands to make bracelets and show enthusiasm as staff suggest they play outdoors. Staff know children well and encourage them as they choose resources and activities. Consequently, children who attend the after-school club are keen to practise what they learn at school, which extends what they can already do. For example, some more able children choose to write sentences in birthday cards they create for their parents. Staff keep photographs of children's work as a record of their achievements. They observe and assess them during their play and adapt their interaction and communication according to their knowledge of children's individual needs and progress.

Children are provided with a good range of activities. Staff encourage children to be independent during their play and offer support when needed, which gives children the confidence to make their own choices. Children talk openly and confidently with staff and other children during their play. Staff show interest in what children say and ask questions that encourage children to engage in conversation. Children develop good coordination and show energy and confidence as they play with resources in the enclosed tennis courts. They say they like using the large parachute in the sports hall, and enjoy games of football. They are provided with further physical challenge as they use climbing apparatus in an enclosed playground adjacent to the premises. Art and craft resources are made easily accessible for children to use at any time. Consequently, they often choose to be creative.

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

Most children arrive happily after school and are generally well behaved. However, this is not the case in respect of the breakfast club because on occasions, when staff do not manage behaviour appropriately, children's emotional well-being is not supported and some children enter school feeling distressed. This affects their concentration in school

and has the potential to affect their ongoing learning and development. Most children form good friendships with other children, which can be seen as they enjoy playing ball games on the tennis courts. They enjoy the involvement of staff in their play, for example, as they play games of badminton.

Children's good health is promoted through the provision of healthy snacks and regular opportunities for them to play outdoors and be active. Children show independence as they wash their hands before eating and help themselves to fresh fruit and other healthy food. Children are provided with a good range of indoor and outdoor resources that complement their learning in school. They show enthusiasm as, together with staff, they choose play equipment from the well-resourced cupboard in the main play area.

Children learn about their own safety when walking to and from school. They wear high-visibility jackets and are reminded to stay in pairs and close together. Staff talk with children about the meaning of different cultural festivals and plan related activities which extends their awareness of differences in society. For example, they make weaving designs for St Patrick's Day, try noodles and make lanterns for Chinese New Year, and create Easter egg pictures for a competition. Children often initiate activities, for example, they decide to dance using ribbons in relation to May Day celebrations.

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

This inspection took place as a result of information received by Ofsted that raised concerns about the management of children's behaviour. The manager of the provision does not take responsibility for the breakfast club provision, which is run by the deputy manager. Monitoring of staff practice is ineffective resulting in inconsistent practice in managing children's behaviour and poor identification of staff training needs. The manager takes responsibility for investigating and responding to any complaints made about the after-school club and records details of investigations which are made available for inspection. However, this does not include any complaints made about staff in the breakfast club. In addition, there are no records of complaints about this part of the provision available for inspection. These are breaches of requirements relating to the Early Years Foundation Stage and also the Childcare Register. All staff working with children have been suitably vetted. However, Ofsted has not been notified of the names of all members of the committee, as required. The manager nominates all staff to attend child protection training to update their understanding of child protection policies and procedures, and to ensure they are effectively implemented in everyday practice. However, the manager's lack of involvement in running the breakfast club means she does not always know about significant events that may affect staff suitability and may need reporting to Ofsted. In addition, staff do not receive regular supervision and appraisals to ensure their ongoing suitability. The poor monitoring of this aspect of the provision means that the safeguarding measures are inadequate.

There are effective recruitment procedures in place. The manager and members of the committee take responsibility for recruiting staff. The manager completes inductions

where staff are given all written policies and procedures, including the policy on behaviour management, and the playwork principles. The manager monitors staff practice during their probationary period and supports and guides them during this process. She knows it is her responsibility to complete annual appraisals and has a format in place. However, annual appraisals have only been completed for one member of staff during the past year and staff do not receive regular supervision.

The premises are secure and children's safety is promoted. Children are supervised well at all times indoors and outdoors, particularly as parts of the premises are used by members of the public. Staff complete daily visual risk assessments to reduce hazards, for example, when children use the indoor areas, playground equipment, tennis courts and large sports hall. The provider employs additional staff to help with escorting children to and from school. Staff-to-child ratios are met. Staff generally evaluate and monitor the success of activities and provide additional resources that children particularly enjoy using. Recommendations made at the last inspection have been not been met. The manager has started to complete a local authority quality assurance scheme. However, the manager cannot identify how this has improved the quality of the provision. In addition, there is poor communication between the manager, deputy manager and the committee, who do not work together effectively as a team to evaluate the overall quality of the provision and drive improvement. Consequently, significant weaknesses in the provision are overlooked and continuous improvement is limited.

Parents' views about the provision are sought through the use of questionnaires and daily discussions. However, it is unclear as to how the provision uses parents' comments to further drive improvement. Since the last inspection, some improvements have been made. The manager has worked with staff to introduce learning journals for each child. These include information about children's individual development when they first start at the provision, photographs and observations of their play, and details of their achievements. Staff greet parents in a polite and friendly way, and share information about children's care needs with teachers when they take children to and from school. However, they do not always work effectively in partnership with parents to provide children with a consistent approach to their care and learning, particularly in relation to managing their behaviour.

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 there are effective systems in place to identify that the nominated person

and any person caring for children has skills required to meet children's individual needs (compulsory part of the Childcare Register)

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that all reasonable steps are taken to meet the needs of each child (compulsory part of the Childcare Register)
- ensure that all complaints received are fully investigated (compulsory part of the Childcare Register)
- ensure a written record is kept of the outcome of all complaints investigations and the action the provider took in response (compulsory part of the Childcare Register)
- ensure a summary of all complaints and the action that was taken as a consequence is made available for inspection by Ofsted (compulsory part of the Childcare Register).
- ensure there are effective systems in place to identify that the nominated person, and any person caring for children has skills required to meet children' individual needs (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- ensure that all reasonable steps are taken to meet the needs of each child (voluntary part of the Childcare Register)
- ensure that all complaints received are fully investigated (voluntary part of the Childcare Register)
- ensure a written record is kept of the outcome of all complaints investigations and the action the provider took in response (voluntary part of the Childcare Register)
- ensure a summary of all complaints and the action that was taken as a consequence is made available for inspection by Ofsted (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	EY267450
Local authority	West Sussex
Inspection number	975818
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	21
Name of provider	North Horsham ASC Committee
Date of previous inspection	21/09/2011
Telephone number	01403 352400

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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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