

MASKK

The Steel Inn, 135 Harbrough Avenue, SHEFFIELD, S2 1QR

Inspection date

Previous inspection date

07/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	2
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and settled in the warm and welcoming setting. They form friendly and supportive relationships and attachments with their peers and with the adults caring for them.
- Children are independent and are able to make individual choices. This enables them to follow their own interests and ideas.
- Staff engage and interact positively with children. They enable children to have ownership of the setting by including them in the planning of activities.
- Managers, staff and the management committee reflect on the practice of the club. They are proactive in acting on any suggestions and ideas that are made by the children and by parents to further improve the club.
- Staff have a good understanding of their responsibilities and the procedures for protecting children. Effective safeguarding and child protection procedures are implemented, which ensures children are safe within the club.

It is not yet good because

- Partnerships with the school are not robust enough. As a result, plans for children's learning and development do not always build on what children know and can already do, or complement the learning that takes place in school.
- The induction process for volunteers is not rigorous enough to ensure they are always fully aware of the required policies and procedures.

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 children actively participating in a range of activities.
 - The inspector looked at children's records, the observation records and planning.
 - The inspector talked to children and staff throughout the inspection.
- The inspector looked at a range of documentation including risk assessments,
- accident records and policies and procedures, including the safeguarding procedures.

Inspector

Karen Byfleet

Full report

Information about the setting

MASKK after school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from community premises and is located in a residential area of Sheffield. It is open from 3pm to 6pm, Monday to Friday, during term time only. A designated group for children with special educational needs and/or disabilities operates from the same premises on Saturdays. There are currently 45 children on roll; three of whom are in the early years age group. The club has access to a designated playroom, reception, large hall, toilets and a kitchen area. Outdoor play activities take place in the local parks. There are 10 permanent staff and a number of casual staff and volunteers who work with the children. All permanent staff hold relevant childcare and playwork qualifications at level 4, level 3 and level 2. The club is managed by a management committee and receives support from the local authority.

What the setting needs to do to improve further

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

- improve partnership working through more robust communication links with the schools, so that activities fully support and complement the next steps in children's learning as identified by teachers in the schools that early years children attend
- ensure all volunteers receive effective induction training to help them to fully understand their roles and responsibilities and ensure that they are fully aware of the required policies and procedures.

Inspection judgements

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

Staff have a suitable knowledge and understanding of the Early Years Foundation Stage. All children in the early years age group have a designated key person who undertakes observations of children's learning through activities that link to the areas of learning. Although key persons liaise with teachers within the schools, they do not effectively share information about children's learning needs. This means the next steps in children's learning are not always clearly identified. Therefore, children's learning is not fully supported and consolidated within the club to ensure their progress is consistently good in all areas. Nevertheless, children enjoy their time at the club and are suitably rested and well prepared for school the next day.

A very warm and welcoming environment is presented to children. They enter with enthusiasm and look forward to the activities on offer. Children have positive relationships

with their peers and the adults caring for them. They eagerly chat about their day and play cooperatively together. A wide range of toys and resources, that children are able to easily access, are available. The quality of teaching is satisfactory. Staff know when to involve themselves in children's play and when to step back. For example, they join in with the children in a table tennis activity, at children's requests, and then leave the children to make their own decisions about who plays next. Through craft and creative activities staff engage and converse with children. They ask appropriate questions to encourage children's creativity and thinking in order to enhance their learning. For example, as children make models using a variety of different materials and textiles, staff talk to the children about what they are making and the different textures of the materials they are using. They discuss with the children how some materials stick better with glue than others and ask what else they think they could use to fix the more difficult materials to their models.

Children are encouraged to have ownership of the club as they are consulted about the planning to include their ideas and suggestions for activities. A thinking tree is used by staff for children to write down their ideas and pin on the tree their thoughts and what they like most about the club. For example, children write comments, such as 'I come to MASKK because I like to play with my friends' and 'I enjoy making things and helping others and I always enjoy it every single day'. Children enjoy a range of physical games and activities, such as table tennis and football, and they develop their physical skills through the use of a range of large play equipment at the local parks.

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

Children are happy and settled in the club. They are polite and clearly enjoy the company of their peers. They have strong bonds and attachments with the staff and volunteers who care for them and are confident to approach adults to ask for what they want. Staff engage well with the children, joining in with their play, where children want it, offering lots of praise and encouragement. This helps to further promote their good behaviour. Children know the routines of the provision well. On arrival, they hang up their coats and bags and follow the established routines. Children's art, such as the models they have made, are attractively displayed, providing children with a strong sense of belonging and achievement.

Staff support children in developing healthy lifestyles as they plan regular outdoor activities where children participate in physical activities, such as ball games and using large play equipment at the local parks. Children know and independently follow good hygiene procedures with regard to hand washing after using the toilet and before eating. They are provided with a balance of healthy, nutritious snacks and teas and are able to independently help themselves to drinks of fresh water throughout the session. Children develop a sense of how to keep themselves safe as they follow the club rules and boundaries and regularly practise the emergency evacuation drill.

The indoor premises are secure and the environment is well organised with dedicated areas for different activities. For example, children have access to separate areas for quieter activities, such as reading and a stage in the hall where they enjoy role-play

activities. Children make a smooth transition between school and the after school club. Staff exchange information daily with teachers as they collect the children, ensuring they are aware of their care needs and any issues that need to be discussed and passed on to parents.

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

Overall, staff and volunteers have a suitable understanding of safeguarding and of their responsibilities in respect of child protection procedures. Staff have attended appropriate training and volunteers know the procedure for reporting any concerns to managers and staff. The policy is shared with parents to ensure they are aware of the club's responsibilities. Good recruitment procedures ensure children are cared for by suitable staff. Enhanced suitability checks are undertaken for all staff and volunteers. References are taken up and health checks are completed. However, the lack of effective induction procedures for volunteers means they are less familiar with the details of the club's policies and procedures. However, this does not adversely impact on the care and welfare of children as regular monitoring of staff performance and the good supervision of volunteers by management, means any additional training needs are identified and that children are supported effectively by competent adults. Staff are well deployed and good staff-to-child ratios mean children are well supervised. The indoor premises are safe and secure and there is a very effective system in place for monitoring visitors and for handing over children to their parents or carers at collection times. Risk assessments are in place, cover all areas of the provision and are regularly reviewed. All visitors are required to show identification and to sign in and out. Confidentiality is well maintained with documentation stored securely. Any accidents are dealt with appropriately by staff who hold relevant first-aid certificates. All accidents are well recorded and parents are informed on the day.

Staff undertake observations of children in the early years age group and use these to plan activities that children enjoy. Managers monitor the quality of the educational programmes by ensuring that children's progress is accurately assessed and that activities provide a balance of adult-led and child-initiated activities across all areas of learning.

There are effective partnerships with parents in place, which ensure children's needs are met. Staff speak with parents on a daily basis when they collect their children, passing on any information from the schools and informing them of what their children have enjoyed doing at the club. They keep parents fully informed and encourage them to share their views on the care provided. Links with other professionals in the school are valued and help staff to provide appropriate care for children.

Self-evaluation is undertaken in order to identify areas for improvement and children are fully included as they are asked for their views on the club. Parents are asked to complete questionnaires and these provide staff with valuable information about parents' thoughts and suggestions. For example, parents asked for children to be given more substantial foods at tea time and staff have been proactive in providing this. Children are now provided with a small snack and also a tea that is healthy and nutritious.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY469422
Local authority	Sheffield
Inspection number	948214
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	10
Number of children on roll	45
Name of provider	MASKK Committee
Date of previous inspection	not applicable
Telephone number	07784838169

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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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