

Junior 2002 Ltd

John Rankin County Infant School, Garford Crescent, Newbury, Berkshire, RG14 6EX

Inspection date	18/08/2014
Previous inspection date	20/11/2008

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		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

- Systems to supervise the children in the adventure playground environment are not robust enough to ensure children cannot wander away and leave the area unsupervised. There have been two recent incidents of children leaving the premises.
- A culture of teamwork is not sufficiently fostered to enable weaknesses to be discussed and appropriate action to be taken. This led to a failure to notify Ofsted of incidents when children left the premises.
- A clear record of staff suitability clearances is not readily available for inspection, as required.
- Fire safety procedures have not been practised with holiday club staff and children to ensure they all know what to do in an emergency.
- Staff do not always interact with the youngest children sufficiently to enable them to develop their skills and enjoy the activities provided fully.

It has the following strengths

- Children are happy and relate well to each other and the staff.
- Children enjoy social snack and lunch times where they enjoy the healthy nutritious snacks the club provides. Children sit with siblings, friends and staff and talk about their activities and plans as they eat.
- Parents are kept informed about the provision through the notice board, a newsletter

and face-to-face conversations. They speak positively of the service offered.

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 toured the premises and looked at resources with the deputy.
- The inspector observed the children and staff at play.
- The inspector examined records and documents provided by the manager.
- The inspector discussed the club with parents.
- The inspector discussed the provider's self- evaluation and carried out a joint observation with the manager.

Inspector

Lynne E. Lewington

Full report

Information about the setting

Junior 2002 Ltd is an Out of School Club registered in 2005. The club is situated within a purpose-built nursery, within an infant school in Newbury. It has use of the nursery playroom, a smaller playroom, hallway, toilets, a secure garden and also the adventure playground and an area of open space. The club is open daily from 8am to 6pm in holiday times and 3.15pm to 6pm during term times. There are currently 214 children on roll; 46 are early years children. The club provides care for primary school children attending full-time education and early years children from the age of two years. The club supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The club employs 18 members of staff; two hold relevant degrees and 10 hold appropriate early years qualifications at level 3. The manager is currently undertaking a foundation degree.

What the setting needs to do to improve further

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

- maintain an up-to-date record of information about staff qualifications and the identity checks and vetting processes that have been completed (including Disclosure and Barring Service reference numbers, the date a disclosure was obtained and details of who obtained it)
- provide coaching and support to staff to build a culture of mutual support and teamwork, and to make sure that staff understand their responsibility to share important information and discuss sensitive issues with the manager
- ensure that robust security measures are implemented to make sure that children cannot leave the premises, including all outdoor spaces, unsupervised
- review staffing arrangements and deployment to make sure that children are adequately supervised and have their individual needs met consistently
- improve organisation of activities to ensure the youngest children always have suitable play and learning opportunities to increase their interests and skills
- ensure that reasonable steps are taken to help children learn what to do in the event of an emergency

Inspection judgements

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

Children make suitable progress in their learning and development because they participate in a variety of activities with their siblings and older children. They learn from each other as they watch and then participate. Staff make plans with children to enable them to undertake enjoyable play activities. This means children are interested in what is available to them and are generally keen to participate. However, often the younger children are not sufficiently encouraged to join in and staff miss opportunities to enhance their development. This means that the youngest children do not always engage in purposeful play. They can be seen to wander unoccupied at times and are heavily reliant on their older siblings to involve them in their play.

During activities that the children take part in, staff generally foster children's communication and language well. Children talk with staff and each other about their activities. For example, children and staff spend time discussing the pictures they are creating. This was evident when a young child joined the group and the adult encouraged their participation and showed an interest in the child's creation by encouraging them to talk about the drawing. The staff member encouraged the child to add their name to the creation, thus encouraging the development of their writing skills. Children enjoy card games and try to use the snooker table. These activities promote children's physical development and their personal and social development because they learn to take turns, follow rules and play fairly.

Staff provide a variety of activities that encourage children to learn as they play. Conversations about families help children to recall and develop their language skills as they draw. Children have some opportunities to use a range of different media and resources, including paint and sand. This play supports children's creativity and encourages them to use their imaginations. Some staff enhance play by asking simple questions about what the children are making. This encourages children to think and give explanations. Some staff promote early mathematical skills by asking questions which require children to count. Children play card games. This enables children to match, sort and count as they play, also encouraging mathematical development.

Staff understand the importance of communicating with parents and others who may care for the children, in order to understand the individuality of each child. They informally observe the children and this helps staff to promote children's further learning when they join them at activities. Overall, children's experiences in the club complement those they have in school.

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

Weaknesses in security measures compromise children's well-being. The club provides a suitable and safe environment for children's play indoors and in the secure play area.

However, the secure garden area is not available in bad weather as it becomes flooded. This area is suitably resourced for the children, providing space for wheeled toys, ball games and sand play, for example. The adventure play area is enjoyed by the children, in all weather but it is not a secure environment. The equipment here provides a varying range of physical challenges to them which they appear to enjoy. This enables them to extend their physical skills well. However, the nature of this equipment means that the youngest children need close supervision at all times. This in turn provides a challenge to staff who need to supervise the large open boundary to the play area and the children on the apparatus. There have been incidents where children have left this area unsupervised and, during the inspection, an older child wandered away from the area, but returned when called back by staff. Deployment of staff is therefore not good enough to ensure adequate supervision to promote children's safety. This is currently made more difficult by building works on the school site.

Toys, resources and play spaces are clean and suitable for children's use. Cleaning materials are securely stored and inaccessible to children. The holiday club staff and children have not practised a fire evacuation drill to ensure they are familiar with the emergency evacuation procedure. This is an important aspect of increasing children's safety awareness.

Staff demonstrate a clear awareness of the procedures to follow if they have concerns for a child's well-being. They are also knowledgeable about the club's safeguarding policies.

Children appear happy and quite confident in the club and most join in the variety of planned activities, especially when they are accompanied by their older siblings. Staff use clear and consistent strategies to promote children's understanding of acceptable behaviour. For example, when a child complained about the boisterous behaviour of others, an adult calmly joined them and talked to them about the effect of their behaviour on others. This calmed the atmosphere and diverted the children's energy into other activities. Generally, children of all ages play together happily and relate well to each other and the staff.

Staff talk to children about healthy living. They supply children with healthy snacks, which are clearly enjoyed. Staff hold food hygiene certificates and ensure that appropriate hygiene routines are followed at snack and meal times. Snack and meal times are happy social occasions where children enjoy their food and chat about their experiences. Staff sit with them, help them and join in their conversations. Children are encouraged to have regular drinks of water, particularly in hot weather, to promote their good health. Staff work with parents to ensure that dietary needs are catered for. Staff encourage children's independence by encouraging them to select their own fruit and pour their own drinks at snack time. Suitable procedures and documentation is in place to support and promote children's health, including contact numbers of parents and records of accidents and medication.

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

This inspection took place following information received by Ofsted that raised concerns about the safety and well-being of the children, the suitability of the environment, the suitability and qualifications of staff, and their deployment.

During the inspection, it was found that the manager follows appropriate procedures to obtain background checks on all staff working with children. However, the manager was unable to show evidence that every member of staff has a Disclosure and Barring Service check. The manager is confident that they have but could not access a complete computer list to verify this. Procedures are implemented to ensure that staff without checks do not work alone with children. In addition to this, all staff are discouraged from working alone with children at any time, for safety reasons. The manager states that appraisals and induction processes are undertaken with the staff and all staff are encouraged to develop their skills. There is currently a newly appointed deputy who is suitably qualified to take charge in the manager's absence. However, the nature of the concerns raised indicates that the staff team does not work sufficiently well together to create a culture of teamwork. Incidents and concerns which occurred in the manager's absence were not brought to the manager's attention. As a result, the incidents of children leaving the premises unsupervised were not investigated and appropriate measures have not been implemented to prevent such incidents happening again. As the registered person did not know about the incidents, she was not in a position to follow her legal responsibility to report them to the regulator. This means the provider has failed to meet the requirements for the Early Years Foundation Stage.

The concern also referred to the signing-in and -out system. At the inspection, it was noted that appropriate systems are used to make sure that children are only released into the care of their parents, carers, or known authorised individuals. This means that children's well-being and safety is not at risk in relation to these particular concerns. However, the inspection found that the unsecure outside area is difficult to supervise, particularly when a mixed age group is using the equipment. This is a significant weakness in regard to the children's welfare and safety, placing them at risk of harm.

Risk assessment takes place and staff have a suitable regard to completing daily safety checks on the premises, so children use safe equipment. However, there is an over-reliance on supervision to keep children safe outdoors and this has failed to minimise security risks. The provider monitors and evaluates the provision using feedback from staff, parents and children. However, there is not a strong culture of discussing concerns between the staff and management and so the key weaknesses of the provision are not identified and rectified to drive improvement. These are breaches of safeguarding and welfare requirements. These concerns also indicate the club is not complying with the requirements for the Childcare Register.

Currently, the learning and development requirements are met but require improvement to ensure the youngest children are fully involved and supported in their learning. Parents speak positively about the club. Staff form friendly, informal relationships with parents and exchange suitable information with them. A notice-board provides information for parents, a newsletter is sent out each term and staff speak to parents face to face. Staff strive to form appropriate ongoing partnerships with the school that children attend to promote

continuity of children's care and to make sure that what they offer complements the school provision.

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:

- implement effective systems to ensure that the registered person, the manager and any person caring for, or in regular contact with children: is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (compulsory part of the Childcare Register)
- implement effective systems to ensure that the registered person, the manager and any person caring for, or in regular contact with children: is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised except where the childcare is open access or where the child is eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (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. 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	EY302682
Local authority	West Berkshire (Newbury)
Inspection number	985882
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	52
Number of children on roll	214
Name of provider	Junior 2002 Limited
Date of previous inspection	20/11/2008
Telephone number	07784493453

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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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