

Crossacres After School and Holiday Club

Crossacres Primary School, Crossacres Road, Manchester, Lancashire, M22 5AD

Inspection date	15/08/2014
Previous inspection date	11/06/2009

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		2
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 safeguarding policy does not contain an adequate procedure to follow to protect children in the event of an allegation being made against a member of staff. As a result, in the absence of the designated safeguarding officer, staff are not confident of the procedure to follow to safeguard children's welfare.
- The ways in which staff's knowledge and understanding are monitored and managed are not effective in enabling them to have consistently good knowledge of how to support children's welfare.
- The club does not provide accurate information to parents or carers about how to contact Ofsted.

It has the following strengths

- Staff provide activities that are based on children's views and needs, which are interesting and motivating, in order to help them learn.
- Partnership working is effective in supporting continuity of learning for children in the host school or other settings they attend.

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 viewed the premises used by children.
- The inspector checked the qualifications and evidence of suitability of all adults employed in the club.
- The inspector observed staff while working with children, including carrying out a joint observation.
- The inspector examined samples of documentation, including the club's self-evaluation and development plans.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

Crossacres After School and Holiday Club was registered in 2003 on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. It is based at Crossacres Primary School Wythenshawe, Manchester. The club operates from within the school building with the use of two rooms, including a kitchen area, the school hall and the computer suite. There is an enclosed, outdoor play area. The breakfast club operates from 8am to 8.45am and the after school session from 3.15pm until 6pm in term times only for children, who attend the host school. The holiday club is open each weekday from 8am to 6pm in the school holidays and serves children in the local area, including those, who do not attend the host school. The club employs 10 members of staff, of whom two hold qualified teacher status and four have relevant qualifications at level 3. There are currently 142 children on roll, of whom 28 are in the early years age group.

What the setting needs to do to improve further

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

- ensure that the safeguarding policy includes an up-to-date procedure for managing any allegations made against staff, in order to protect children's welfare
- ensure that staff have consistently good knowledge of up-to-date safeguarding procedures, in order to carry out their roles effectively to protect children's welfare
- ensure that staff performance management is effective in enabling staff have sufficient knowledge to support all aspects of their practice
- ensure that the club makes accurate information available to parents and carers about how to contact Ofsted.

Inspection judgements

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

Staff seek information from the host school about any topics or themes being used in their planning, in order to complement children's learning in school. The presence on the club staff team of the foundation stage teachers from the host school means that children's individual learning needs can be supported when they attend the club. Children, therefore, are effectively supported in making progress toward the early learning goals, as a result of activities that complement their learning in school or other settings.

Staff make frequent observational assessments of children, so that they can provide precise support for their learning and share this with the host school staff. This supports partnership working to provide continuity in learning. Staff seek information from parents or carers when children join the club regarding their children's preferences for activities, as well as seeking children's own views about what they enjoy. Children's views are frequently sought after they join the club about any topics or themes for activities. For example, children suggest that they would like a theme about circuses one week for the holiday club and staff plan activities accordingly for these. These include learning to juggle through the expertise of a visitor, to develop their hand-eye coordination and using their manipulative skills to make clown masks. Children also enjoy face painting and explore their creativity by making different designs. Consequently, children are motivated in their play and learning as they have contributed to planning. Staff make use of the activities to build on children's individual progress in learning, such as by incorporating talk about number to develop children's learning in mathematics. They also talk to children about books they look at together to extend children's enjoyment of these and support their progress in reading. Staff encourage children to show how well they can write words and letters and praise them when they match sounds and letters independently.

Children have access to a variety of resources for painting, drawing and other creative activities at all times. This supports their enjoyment in being able to express themselves through their creativity. A range of musical instruments are provided, including keyboards, for children to learn about making sounds and achieving different effects with these. Children play in the home role-play area, devising a narrative of their play, while cooperating with others, to develop their social and imaginative skills. Staff sit with children, who choose to play with small world toys, such as cars and figures, to help support their communication and language skills by talking with them about their ideas for these. Children can select from a range of games to help them to learn to match and pair pictures to support their early mathematical and literacy development. Games are also available to play with others, so that children's learning about taking turns is reinforced. Children play simple games with computers to develop their experience of using information and communication technology and the manipulative skills required for this.

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

The club implements an adequate key-person system. This is in order to help children settle and ensure that parents have at least one person, who can act as a point of contact about their children's needs. Children behave well and play cooperatively, showing age-appropriate social skills or better. They are confident when talking to staff, such as when asking for help to manage the television equipment. Children explore the indoor and outdoor resources thoroughly. They are, therefore, happy and secure in the club, showing strong emotional attachment to staff. However, the weaknesses in staff knowledge of the action to take in the event of a concern about the behaviour of a member of staff means that children's well-being is not adequately protected.

Staff provide sufficient information for parents on a daily basis about their children's care and activities. They also exchange daily information with school staff about children's well-being when this is needed, in order to support their good health. Parents are asked to

provide information about a range of matters, so that staff can plan for children's physical and emotional well-being. For example, staff ask for information about any dietary needs or allergies, so that children's good health can be supported. Parents give written permission over a variety of issues to help staff care for their children. This includes for any medicines that children may need when attending and other matters, such as whether children may take part in local outings. The club holds all required information about children, in order to meet their needs and comply with statutory requirements, such as regarding adults, who are authorised by parents to collect their children. There is a flexible approach to helping children to settle in the club and initial visits are with parents, so that children's emotional well-being is supported. The club provides guidance for parents of children attending the holiday provision regarding foods that contribute to a nutritious diet. This is so that they can provide a healthy packed lunch for their children. The club provides appropriate snacks and breakfast foods to support children's learning about a nutritious diet. Drinking water and fruit are available to children at all times and they serve themselves to develop their independence. Children's packed lunches in holidays are stored appropriately to help prevent food spoilage and cross-contamination. The premises are clean and well maintained to help minimise risk from accidents and the spread of any germs. Staff carry out daily checks indoors and outside to make sure that the premises are suitable and secure for children's use. Children are encouraged to develop good personal hygiene and to manage this for themselves. For example, they wash their hands before eating.

Children have daily access to outdoor play and staff provide activities to challenge their physical skills, such as their whole-body coordination. For example, staff show children how to spin hoops round their bodies and to practise balancing on low stilts. Children enjoy skipping and play ball games in groups, developing an enjoyment of exercise as part of a healthy lifestyle. They climb on the fixed equipment in the outdoor area and ride on wheeled toys, including their own scooters or bicycles, which may be brought in during the holiday sessions. This means that children are encouraged to take reasonable risk in their play and learn how to manage this.

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

The leadership of the club is inadequate because the club's policy for managing any allegations against a member of staff has not been adequately reviewed to ensure it contains up-to-date procedures for staff to follow. Additionally, in the absence of the designated safeguarding officer, named deputies do not have a good understanding of how to manage such concerns. As a result, children are not safeguarded in the event of a concern about the behaviour of a member of staff. Nevertheless, staff are aware of the signs and symptoms of abuse and the procedure to follow for reporting any concerns. The club maintains risk assessments for the premises and outings to support children's safety, which are regularly reviewed. Most other documentation is in place to support the running of the club, apart from the complaints procedure, which does not have up-to-date information to enable parents or carers to contact Ofsted if they choose to do so. This means that parents or carers are not adequately informed of how to do this. This is a breach of the Early Years Register and the Childcare Register. All staff are recruited from

within the host school and have been checked for suitability for working with children. This supports continuity of welfare and learning for children, who are familiar with the suitable adults, who care for them. There is an induction process for new staff and for those, who take on named deputy roles. However, named deputies, who take responsibility for the running of the club, are not provided with effective support ensure that they have sufficient knowledge of safeguarding to protect children's welfare if the designated safeguarding officer is not available.

The club works seamlessly with the early years provision of the host school, in order to support children's learning and development. This is because the two staff, who are qualified teachers also work in the school's Early Years Foundation Stage provision. Planning, observations and assessments are shared as an ongoing process with the host school staff, in order to support children's progress in both settings. As a result, partnership working with the host school is effective in complementing children's learning. The club also provides copies of observations and assessments made for children in the holiday club for any other setting they attend to support continuity in learning. Planning for children's progress is monitored to check that it covers a balance of areas of learning and meets children's needs. The club carries out regular meetings, in order for individual staff to discuss children's progress and improve their own practice in supporting children's learning. As a result, staff are supported to identify some aspects of practice where they can improve, although, this has not been effective for all of these, such as their safeguarding knowledge.

The club has initiated evaluation of the provision by implementing the Ofsted self-evaluation tool. However, this has not been reviewed for several years and is now inaccurate in some respects. The committee members hold regular meetings in order to identify some areas for improvement. However, this has not been effective in preventing breaches of statutory requirements, which have a significant impact on children's welfare.

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:

- make accurate information available to parents regarding Ofsted's address (compulsory part of the Childcare Register)
- make accurate information available to parents regarding Ofsted's address (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	EY271579
Local authority	Manchester
Inspection number	819881
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	142
Name of provider	Crossacres After School and Holiday Club Committee
Date of previous inspection	11/06/2009
Telephone number	0161 437 1272 or 07813 797628

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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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