

Childville After School Services

Manor Junior School, Sandringham Road, Barking, Essex, IG11 9AG

Inspection date	23/06/2014
Previous inspection date	25/01/2010

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

- The provider fails to ensure that enough consideration is given to children's safety and well-being. Risk assessments are not thorough enough and this compromises children's welfare.
- The provider does not ensure that there is a written record of all complaints and their outcomes.
- Staff are not always deployed effectively to manage children's behaviour consistently. In addition, older children's behaviour sometimes impacts negatively on the well-being of younger children.
- Staff do not record, and act on, information from parents regarding their children's dietary needs. This means that not all staff are aware of children with allergies to food. This puts children's health at risk.
- Staff do not consistently provide healthy, balanced and nutritious meals for the children.
- The provider does not gather all required information about children, with particular regard to who has parental responsibility and where the child normally lives.

It has the following strengths

- Children are able to take part in a range of activities indoors and outside.

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 and staff interacting together.
- The inspector spoke to some staff, children, parents and the provider. The inspector invited the provider to carry out a joint observation.
- The inspector toured the premises to check the security arrangements.
- The inspector sampled safeguarding policies and procedures, the complaints record, risk assessments and the staff's suitability to be working with children.
- The inspector looked at children's observations, assessments and weekly planning.

Inspector

Sue Mann

Full report

Information about the setting

Childville After School Services is one of five settings run by Childville Centre Limited. It registered in 2004 and operates from a school hall in Manor Junior School, in the Barking area, within the London Borough of Barking and Dagenham. The club is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. All children share access to an outdoor play area. The club opens five days a week during school term time from 7.45am to 9am and 3pm to 6pm. There are currently 36 children aged from four years to 11 years on roll. Of these, one child is in the early years age range. The club staff care for a small number of children who have special educational needs and/or disabilities, and children who are learning English as an additional language. The club employs eight members of staff, seven of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- ensure that information from parents regarding children's dietary needs is recorded, acted upon and shared with all staff
- ensure that information is recorded regarding where children normally live and who has parental responsibility
- improve risk assessments to take full account of risks associated with activities that take place indoors, and to reduce the number of accidents that occur when children are running indoors
- ensure that staff are deployed effectively to manage children's behaviour consistently, ensuring that the behaviour of the older children does not affect younger children
- ensure that written records of all complaints and their outcomes are kept
- ensure that all meals and snacks provided for children are healthy, nutritious and balanced

Inspection judgements

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

Children's experiences in the setting are not always positive. At times, the behaviour and activities of older children have a negative impact on the well-being and activities of the younger children. There are incidences of anti-social behaviour that are not always noticed by staff and ball games sometimes interrupt the play of those at other activities. Staff interaction with children is variable. Sometimes staff engage well with the children and enhance their play experiences. However, at other times there is little interaction and staff fail to supervise children adequately.

Staff have a suitable understanding of the Early Years Foundation Stage. They plan a variety of activities for the children. These complement the experiences children have at school, with some success. Children have opportunities to be creative. For example, staff provide plain cardboard boxes and a selection of colourful gems for children to design their own jewellery boxes. They sit and take part with the children, providing opportunities for children to talk about their day at school. This helps to develop children's social skills as they learn to listen and respond to what others say. Other children enjoy playing with play dough. They use their imaginative skills to create decorative cakes. They use the small cutters to produce little stars, with which they decorate their cakes. These they proudly present to staff. Staff join in with the game and pretend to eat their cakes, telling the children that they were very nice. This helps to develop children's confidence in their own abilities. Other children enjoy playing on the computer console. Children learn to share and wait for their turn, sitting next to the child already playing, helping and picking up game tips ready for their turn. This also supports children's understanding of sharing and develops their social skills. Some children make use of the cushions and the books to sit quietly and relax after a day at school. Staff sit with the children and share books with them. Reading stories to the younger children and helping those able to read when they find words which they are unable to pronounce. This helps to support children's enjoyment of books and their literacy development.

While staff carry out routine activities, children are left to occupy themselves. This is when most incidents of unacceptable behaviour take place and the quality of children's experiences deteriorates. The provider does not give sufficient consideration to the deployment of staff. This is evident because, at times, too many staff are busily involved in routine activities and not enough remain directly with the children to supervise and support them adequately.

Children are able to play outside in the school's playground, which provides them with opportunities to run about and develop their physical skills. There are also opportunities for children to engage in physical play indoors. However, the space is limited which means that younger children's play and well-being can be affected by the activities of others.

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

Overall, children appear happy and enjoy much of their time at the after-school club. However, staff deployment is not always effective in managing children's behaviour consistently. This is partly due to the different ages of the children who attend. Older children run about indoors, which sometimes has an impact on the younger children. For example, the older, more boisterous children play ball games indoors at one end of the hall, which affects the younger children who are playing quietly nearby. Furthermore, staff try to briefly explain to children why their behaviour is unacceptable. However, when staff move away, the children soon return to arguing and some children push others over. This does not ensure children's safety or well-being, and means that the legal requirements of the Early Years Foundation Stage and the Childcare Register are not met.

Staff gather information from the parents at the start of each new care arrangement, regarding children's dietary requirements. However, the recording system is not robust to ensure that information is passed to all staff members. Lists displayed for staff to refer to are not accurate because they do not detail all children's food allergies. This means that sometimes children who have specific dietary needs are given foods which are known to cause allergies. Again, this does not ensure children's well-being or good health. The children are provided with a hot snack when they arrive at the after-school club. For example, they have noodles and toast. However, there is not always fresh fruit or vegetables available to foster a balanced, healthy diet. Some parents say that they are unhappy with the food but the provider has not reviewed the food menu to ensure it is nutritious.

Children are able to play outside in the school playground. This provides them with fresh air, and the opportunity to run about safely and freely. Staff take out balls and other resources which the children can play with. This helps them to develop their physical skills. However, some children run about and play more boisterous games while still in the hall. Therefore, staff deployment is not working effectively to notice when children need to go outside to play and to enjoy the space outside.

Some of the staff working in the after-school club, also work in the school in which the club is based. This means that many of the children see familiar faces during the day and once they arrive at the after-school provision. This helps to support continuity of care between the school and the club. Teachers and the staff share relevant information about children's stages of learning and development. This enables staff to help children as they complete their homework, and also to provide relevant activities and experiences to further support their learning. Consequently, children are confident in their surroundings.

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

The inspection was carried out following significant concerns raised at another of the provider's settings. The inspection found that the provider is in breach of a number of the safeguarding and welfare requirements of both the Early Years Register and the Childcare Register. Consequently, children's safety and welfare cannot be fully assured.

The premises were found to be secure and security arrangements are adequate to ensure children cannot leave unsupervised. The provider ensures that minimum adult-to-child ratios are met. However, staff deployment is not always effective. This affects how well children are supervised and how effectively their behaviour is managed. As a result, the individual needs of all children are not consistently met. Staff are not always clear in their behavioural expectations and incidents of unacceptable behaviour are not always handled well. Risk assessments do not effectively identify all potential risks associated with children's activities, or help to reduce the number of accidents that occur as a result of children running indoors. Therefore, staff do not sufficiently promote children's safety.

The provider does not ensure that all required information about children is recorded on their registration forms. For example, she does not find out who has parental responsibility or where children usually live. In addition, systems to share information about children's dietary requirements with all staff are not effective. Therefore, not all staff are aware of what children can and cannot eat and, therefore, this puts children's health and well-being at risk. Children's health is further compromised by the poor food menu.

The provider does not keep an accurate written record of complaints received. She has a complaints procedure and policy in place. However, despite receiving some complaints, she does not follow her own procedure to ensure that she records all complaints along with the outcomes.

All staff have recently undergone safeguarding training, and demonstrate a suitable knowledge of the signs and symptoms which would raise concerns about children in their care. A suitable safeguarding policy and procedure is available for reference, and this includes a procedure for staff to safely report any concerns they have about the behaviour their colleagues, and a policy on the use of mobile phones and cameras. This helps to safeguard children. Staff monitor the number of children attending daily through the completion of attendance registers. Staff sign the children in as they arrive and ensure that parents sign their children out when they collect them. This means that staff know who is on the premises should it be necessary to evacuate the building in the event of an emergency.

There are suitable systems for recruiting and checking the suitability of staff working with children. All staff have been checked through the Disclosure and Barring Service. There are suitable procedures for induction of new staff. In addition, ongoing supervisions and yearly appraisals enable staff to discuss any concerns they may have about children in their care, or their own professional development. The staff team attends regular staff meetings, which enables staff to discuss any concerns they may have about the provision or children in their care. The provider has a self-evaluation plan. She uses questionnaires and verbal feedback with the parents to seek their views and area for improvement. However, she has not updated this recently, which means that she has not identified the strengths and weaknesses of the provision.

Staff have links with the area special educational needs coordinators and the teaching staff at the school. These partnerships help to meet the needs of children with special educational needs and/or disabilities, or those who learn English as an additional

language.

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 children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that the behaviour of older children does not affect younger children (compulsory part of the Childcare Register)
- keep a written record, for a period of three years, from the date of these complaints including the outcome of the investigation and the action the provider took in response (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately, where the need for an assessment arises; ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- ensure that the behaviour of older children does not affect younger children (voluntary part of the Childcare Register)
- keep a written record, for a period of three years, from the date of these complaints including the outcome of the investigation and the action the provider took in response (voluntary part of the Childcare Register)
- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately, where the need for an assessment arises; ensure that all necessary measures are taken to minimise any identified risks (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	EY277652
Local authority	Barking & Dagenham
Inspection number	978931
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	32
Name of provider	Childville After School Services Ltd
Date of previous inspection	25/01/2010
Telephone number	07783205303

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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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