

Hateley Heath Out of School Club

Wiltshire Way, Hateley Heath, West Bromwich, West Midlands, B71 1JN

Inspection date	21/08/2014
Previous inspection date	26/01/2010

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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

- Self-evaluation and monitoring are weak. Consequently, a number of the safeguarding and welfare requirements are not met. For example, there is no policy in place for the safe and appropriate use of mobile phones and cameras in the club. Consequently, children are not fully protected.
- Supervision is not effective as some practitioners do not receive the support they need to plan for children's individual progress. Consequently, some children's learning and development is not fully promoted.
- Children's health and well-being is not fully promoted, as they are not provided with a balanced and nutritious diet and do not have access to fresh drinking water at all times.
- Practitioners do not always follow the correct procedures when administering children's medication, consequently, children's health cannot be continually promoted. This is also a breach of the Childcare Register requirements.
- Children are not always provided with enough opportunities for physical play, this hinders their physical health and well-being.
- Children's records are incomplete. The club has failed to record every known parent's name, address and emergency contact details or some children's correct date of birth.

It has the following strengths

- Children are relaxed as they play, behave well and form positive relationships with practitioners and their peers. All of this helps them to move forward in their learning.

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 activities in the playroom and viewed the outside learning environment.
- The inspector conducted a joint observation with the acting manager.
- The inspector held meetings with the acting manager and the nominated person of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Linda Yates

Full report

Information about the setting

Hateley Heath Out of School Club opened in 1997 and is one of eight childcare provisions managed by Sandwell Adventure Play Association, a non-profit making registered charity. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose built community centre in the Hateley Heath area of West Bromwich. Children have access to an enclosed outdoor play area. The club serves the immediate locality and also the surrounding areas. The club provides two services, an out of school club and an open access play centre. The out of school club operates from 2.30pm to 6pm Monday to Friday, during term time and from 8am to 6pm during school holidays. The open-access provision for older children operates from 3.15pm to 6.15pm Monday to Friday, during term time and from 12noon to 3pm during school holidays. There are currently 64 children attending, eight of whom are in the early years age group. Children attend for a variety of sessions. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently four staff working directly with the children, all of whom hold appropriate early years qualifications at level 3. The club 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:

- ensure all practitioners know how to use observations of what children can already do to challenge and extend each child's learning and development
- provide practitioners with supervision in order to address their training and professional development needs, with particular regard to supporting them in planning for children's individual progress
- ensure the safeguarding policy fully protects children and includes an effective procedure for the safe and appropriate use of mobile phones and cameras in the club
- ensure children are provided with snacks that are balanced and nutritious so that their health is promoted and they learn good eating habits for life
- ensure that drinking water is available and accessible to children at all times, promoting their physical well-being
- ensure the child enrolment form records each child's correct date of birth and includes each parent and/or carer's name, address and emergency contact details in order to make sure accurate details are held to ensure children's safety
- ensure all practitioners are aware of the correct policy and procedures to follow when administering medication so that children's good health is promoted
- improve the educational programme for physical development by: increasing opportunities for children to be active and energetic indoors, organising lively games, helping children to understand the benefits of regular exercise on their health and well-being.

Inspection judgements

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

Teaching is inconsistent, as some practitioners lack knowledge of the learning and development requirements. They are not confident with the procedures to observe and assess children and some key-persons cannot identify what their key children can and cannot do. As a result, activities are not fully tailored to meet their individual learning needs. This makes it hard for some of the practitioners to support children to build on the things they learn at school and develop additional skills that will help them with their move

onto the next class. Planning is also not fully effective to ensure children have access to a wide range of play opportunities. In particular, opportunities for children to be physically active and develop their co-ordination, control and movement are limited. There are fewer opportunities for active play, both indoors and outdoors. Consequently, children do not make as much progress in this area.

Despite this, children are making suitable progress, overall. Practitioners follow children's interest and allow children plenty of time to immerse themselves in their chosen play. Children participate in a range of adult-guided and child-initiated activities to extend their learning. For example, children are engrossed in a child-initiated activity with tiny plastic coloured beads, that are pressed in to pegboards. They develop their small physical skills as they manipulate each tiny bead into place on the pegboard. Practitioner sits close to the children, showing interest in their activities and offering praise and encouragement. They interact effectively with children, taking turns to talk and listen as they model being a considerate and responsive partner, developing children's understanding of language and social skills. Practitioners encourage children to name and identify the different colours of the beads as they make pictures, promoting their skills in expressive arts and design. Each child's efforts are praised to promote their self-esteem. Children play with tactile resources such as, malleable dough, which encourages them to explore and investigate while using their imagination to make things. Children have access to the whiteboard and markers where they learn to make connections between their movements and the marks they make, promoting their physical and literacy development. Children begin to understand the world around them as they play with the role-play resources and pretend to dress dolls and pack in preparation for a holiday, expanding their imagination. To get the children's attention practitioners clap a rhythm and the children stop what they are doing and clap the rhythm back. This encourages children to copy a steady beat and develop their listening skills. Practitioners promote mathematics as they tidy up, by slowly counting backwards from twenty, developing children's knowledge of the order of numbers. Children's understanding of technology is developing as they use the computer games confidently. Children develop their understanding of the world when the 'Eco bus' visits the club. This is a mobile environmental classroom that helps children learn about recycling, litter picking, planting, composting and understanding renewable energy sources. The club takes children on outings, which supports their current and ever changing interests and fosters all areas of their learning. This includes a recent trip to a family theme park, with rides and a zoo, all of which help children learn about aspects of their familiar world.

Most children have their likes and dislikes recorded on admission to the club. This, along with verbal discussions with parents, helps practitioners identify where some children are in their developmental pathway. Practitioners hold daily discussions with parents to keep them up-to-date with their child's progress and achievements, and to share information about the sort of things their child is doing and how they can support this at home. The quality and accuracy of this information is affected, however, by inconsistencies in key-persons understanding of children's learning and development. Discussions with parents reveal that children enjoy attending the club. Three of the club's practitioners also work within one of the local school as teaching assistants. As a result, there are close links with school staff enabling a two way flow of information and any identified concerns are shared and strategies put in place. This close link with the school also enables a coordinated

approach to be taken when supporting children with special educational needs and/or disabilities. Children who speak English as an additional language receive suitable support. Practitioners use basic words in their home language when talking to children to help them make links with English and show respect for their home language and culture. Practitioners liaise with parents to establish the child's language skills in their home language. Practitioners use a range of symbol cards to support children with communication difficulties and children who speak English as an additional language, to learn basic words.

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

There are significant weaknesses in practice which have a negative impact on children's health, safety and well-being. For example, although there is a safeguarding policy in place, it is not effective in helping to protect children as it does not include how the use of mobile phones or cameras will be carefully controlled to ensure children are safeguarded. Some important records that are needed to ensure children's safety and well-being have not been accurately maintained. Not all children's contact details are available or accurate and the procedures for administering children's medication in the club are not always followed. This compromises their welfare. Additionally, practitioners do not offer children enough physical activity, both inside and outside. This limits their opportunities to experience appropriate risk and challenge and promote their good health. The provider has limited knowledge of the importance of promoting healthy lifestyles and children are not offered a range of nutritious food in the club. Furthermore, children are not always able to help themselves to drinking water throughout the session. Consequently children's health and well-being is not adequately promoted.

There is a relaxed and happy atmosphere within the club because the practitioners are approachable and friendly. Children forge trusting and caring relationships with key-persons, promoting a sense of emotional security. This is because there are adequate procedures for emotionally preparing children for their move into the club. For example, the club encourages children and their parents to meet the practitioners and have a look around ahead of the planned start date, and to discuss the club's settling-in procedure. There is suitable liaison between practitioners, parents and the schools the children attend, supporting daily transitions adequately. Children learn about keeping themselves safe as they regularly practise the fire drill. Snack time provides an opportunity for children to practise personal hygiene routines as they wash their hands before eating. Children's independence skills are developed as they are encouraged to help tidy up before afternoon snacks. Practitioners are suitable role models who put the children's interests first. Children's behaviour is generally good and their actions show they are aware of the club's rules and behaviour boundaries. For example, the children know that they are expected to take turns and share. When needed, practitioners positively reinforce the rules and boundaries, ensuring a consistent approach.

The large open planned playroom is well organised and children are able to choose the toys they would like to play with as most boxes are accessible and labelled with print. The club has positive images and resources that reflect the wider multi-cultural community. As

a result, children have opportunities to increase their appreciation of individual differences and all children feel welcomed and valued.

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

The provider has a limited understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and there are several legal requirements that are not met. Children's safety cannot be guaranteed, as although there is a safeguarding policy, it is not effective in helping to protect children as it does not provide full details of how the use of mobile phones or cameras will be controlled in order to safeguard children from the possible misuse of this equipment. Children's health and well-being is not fully supported as the food and drink requirements are not fully met. Additionally, practitioners do not always follow the club's policy for administering children's medication and furthermore, the child enrolment form does not record all the information needed to keep children healthy and safe. These are breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage and are also a failure to meet the legal requirements of the Childcare Register.

The provider has also failed to meet some of the learning and development requirements. This is because some practitioners do not have the skills needed to observe children to understand their level of achievement and use this to shape their future learning experiences. Furthermore, the educational programme for children's physical development does not offer children enough opportunities to be energetic. There is a programme of induction aimed at ensuring new practitioners become effective and competent as key persons. However this procedure and general supervision of practitioners is inadequate as the management team have failed to identify that some practitioners do not know what their key children can and cannot do. Self-evaluation overall is also ineffective because the management team have failed to meet many of the requirements of the Early Years Foundation Stage. As a result, children's care, learning and development are not fully supported over time.

Children and families benefit from the friendly relationships that exist between practitioners and parents. The club's policies are available in the foyer for parents to view, so that they are informed about how the club operates. They have regular daily discussions, ensuring a two-way flow of information. Additionally, links have been made with other professionals, such as the local schools and the local authority workers to support children with a range of individual needs. Disadvantaged children are supported as the open access play centre facility is free, this gives every child access to a staffed environment that supports play.

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:

- keep records of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent and retain them for a period of two years (compulsory part of the Childcare Register)
- keep records of the name, home address and date of birth of each child who is looked after on the premises and the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (compulsory part of the Childcare Register)
- keep records of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent and retain them for a period of two years (voluntary part of the Childcare Register)
- keep records of the name, home address and date of birth of each child who is looked after on the premises and the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (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	255163
Local authority	Sandwell
Inspection number	941753
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	64
Name of provider	Sandwell Adventure Play Association Committee
Date of previous inspection	26/01/2010
Telephone number	0121 505 2854

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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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