

Castle Kids Club

Highlands Lane, Weston-super-Mare, Avon, BS24 7DX

Inspection date	22/08/2014
Previous inspection date	13/05/2009

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		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

- Management does not obtain, or accurately record the required suitability checks and qualification certificates for all staff, including those who have unsupervised access to children. Therefore, children are not safeguarded.
- Staff are not fully aware of emergency evacuation procedures to help children exit the premises efficiently in the event of a fire.
- Although some links are formed with other professionals to support individual children with special educational needs and/or disabilities, this is not consistent for all children.
- Staff do not consistently promote children's independence through encouraging them to undertake a good range of small self-care tasks.
- Partnerships with parents and other settings that children attend are not fully developed to share information regarding children's learning opportunities.
- The self-evaluation processes are not fully effective as not all legal requirements are being met and weaknesses in children's learning are not being identified.

It has the following strengths

- Children have fun at the club and engage in the suitable range of activities, making their own choices. Staff provide children with physical activities and outdoor play to promote their health and fitness.

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 held discussions with the play leader and provider.
- The inspector observed children's play both indoors and outdoors.
- The inspector examined a range of documents.
- The inspector talked with some parents, children and staff.
- The inspector offered the play leader the opportunity to complete a joint observation.

Inspector

Sarah Madge

Full report

Information about the setting

The Castle Kids Club registered in 2006. It operates from The Campus in Weston-super-Mare, North Somerset. Children have access to a conference room, hall, sports hall, computer suite, art and craft room, food technology room and toilet facilities on both floors. Children have access to a fully enclosed outdoor area, which includes adventure play equipment. All these facilities have disabled access. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. At present, there are 85 children on roll, of whom 15 are in the early years age group. The group runs from 3.15pm to 6pm every day during term time; the group also provides a breakfast club from 8am to 8.45am. There is also a club in the school holidays from 8am to 6pm. The out-of-school club employs four members of staff to work directly with the children. The staff are supported by the local authority and work with the primary school, special school and community centre, all based on the same site. The club had 325 children registered in 2013/14 academic year. Over the 2013/14 Academic year the club employed a total of 15 staff. The club is independent and is managed by a Committee made up of volunteers and partnership representatives.

What the setting needs to do to improve further

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

- ensure suitability of staff through effective vetting procedures, including obtaining relevant Disclosure and Barring Service checks to promote the safety and welfare of all children, and record the necessary information relating to them, including the date a disclosure was obtained and details of who obtained it
- ensure that persons who have not been checked do not have unsupervised access to children
- improve knowledge of emergency evacuation procedures to enable all children and staff to understand how to respond in the event of a fire
- establish links with external agencies to create a two-way flow of information regarding individual children's needs, to implement consistent approaches for all children with special educational needs and/or disabilities
- ensure relevant qualification and training records are easily accessible and available for inspection.

To further improve the quality of the early years provision the provider should:

- increase opportunities for children to undertake simple self-care tasks to help them develop independence
- develop partnerships with parents and other settings that children attend to provide complementary learning opportunities
- develop more-effective self-evaluation processes to help maintain continuous improvement.

Inspection judgements

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

Staff plan a suitable range of activities based around themes in order to encourage children to engage in different experiences. These activities are linked to children's interests so that they enjoy their time at the setting. Staff respect children's choices when children request to get out different resources. As a result, children are happy, active and

have fun. Observations of early years children's achievements are recorded in individual learning diaries. These are shared with parents at the end of the academic year to keep parents informed of children's experiences. However, partnerships with parents are not fully developed. Parents are not encouraged to share children's starting points with staff to help them build up an accurate picture of what they can already do. Additionally, staff do not discuss children's ongoing progress with parents to enable learning opportunities to be extended at home. Staff talk with Reception class teachers when they collect children from school to exchange information about children's well-being. They relay this information to parents as necessary when children are collected from the club. However, although staff have made an attempt to contact schools to gain information regarding children's learning, they have not pursued this. As a result, they are not able to plan activities that complement what is offered elsewhere to further children's learning. Although staff establish strong links with other professionals who support children with special educational needs and/or disabilities, this is not consistent for all children. This means that some children's developmental needs are not effectively met.

Staff provide children with a warm welcome on arrival and encourage them to talk about their day and news. They model appropriate communication skills, such as maintaining eye contact while getting down to children's eye level. Staff demonstrate respect to children and each other, are friendly and use positive interactions. As a result, children confidently converse with staff and each other. This all promotes children's language skills and helps them to feel included. Staff offer a range of fun and recreational activities to promote children's creativity and imagination. For example, children use their hands and tools to model with salt dough, and create 'robots' using junk modelling resources. Staff encourage children to play with energy and develop their physical skills. For example, in the hall staff support children to set up a game of football. Children are keen to get outside and play in the fresh air where they climb fixed apparatus and explore space using scooters and ride-on toys to move in different ways and develop their skills. This allows children the opportunity to let off steam.

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

Children's safety is not effectively secured. This is because appropriate vetting procedures are not implemented, which means that not all staff hold relevant checks to ensure their suitability to work with children. Systems do not ensure that these staff members are not left with unsupervised access to children. This puts children's welfare at risk and is a breach of a legal requirement. However, children are cared for in a secure environment, which staff check each day to ensure any potential hazards are reduced. Staff are deployed appropriately to ensure that children are suitably supervised at all times. They teach children how to keep themselves and each other safe, for example, by reminding them to keep scissor blades closed when not in use. Gates to external play areas are locked to prevent children from leaving the setting unsupervised. However, staff are not fully aware of emergency evacuation procedures, with particular regard to when children are in the outdoor play area. As a result, they are not well prepared to lead children to safety in the event of a fire.

Staff promote children's health appropriately. Children enjoy nutritious choices at snack and lunchtime and help themselves to drinks when they are thirsty. They benefit from regular physical play and time outside in the fresh air. Staff provide a rest area for children if needed, using cushions and mats, which effectively supports younger children who may tire after a long and busy day. Early years children are supported by a key person. However, all staff get to know children well. As a result, children settle in quickly and establish warm relationships with all at the setting. For example, they confidently ask staff members for help when needed. Children develop good social skills as staff implement positive behaviour management strategies. Staff routinely praise children's achievements to help boost their self-esteem. Children are encouraged to peel their own oranges at snack time and put the outdoors equipment away when they have finished playing with it. However, opportunities are missed to further support children to become independent through simple self-care tasks. For example, staff do not always encourage children to put on their own shoes or pour their own drinks. Staff provide a suitable range of resources and activities in a clean and welcoming environment. This helps children to feel secure and so encourages them to explore the setting freely.

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

The provider does not ensure that safeguarding and welfare requirements are met. This inspection took place because concerns were raised to Ofsted about behaviour management, emergency evacuation and child protection procedures, and the suitability of staff. The inspection found that staff have an appropriate knowledge of suitable child protection procedures and implement behaviour management strategies. However, management does not have adequate understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, the provider has not obtained appropriate Disclosure and Barring Service checks on all staff to demonstrate their suitability. In addition, these staff have unsupervised access to children. Details of those checks that have been obtained are not recorded fully, as required. Additionally certificates were not available at inspection to prove the qualifications held by staff. Staff do not promote children's welfare through a secure knowledge of emergency evacuation procedures. These are breaches of requirements of the Early Years Register and the associated Childcare Register and mean that children's safety needs are not adequately met.

However, in other circumstances, staff implement clear policies and procedures and risk assessments to help keep children safe and secure. Staff record accidents appropriately and share this information with parents. Management and staff have a suitable knowledge of protecting children and the correct procedures to follow if they have a concern about the welfare of a child. This helps to promote children's welfare.

Parents comment that they are 'very happy' with the care provided for their children. The management is beginning to implement supervision meetings and appraisals with staff to provide support, coaching and training for staff. Additionally, staff share experiences and consider areas for improvement during team meetings. However, self-evaluation systems

are not effective in identifying and addressing breaches of statutory requirements.

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 the registered person, the manager of the later years provision and any person caring for/ in regular contact with children is suitable to work with children, which must include obtaining an enhanced DBS check; is of integrity and good character; has skills and experience suitable for the work; and is physically and mentally fit for the work (compulsory part of Childcare Register).
- ensure that the registered person, the manager of the later years provision and any person caring for/ in regular contact with children: is suitable, which must include obtaining an enhanced DBS check; is of integrity and good character; has skills and experience suitable for the work; and is physically and mentally fit for the work (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	EY314603
Local authority	North Somerset
Inspection number	986502
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	26
Number of children on roll	85
Name of provider	Castle Kids Club Committee
Date of previous inspection	13/05/2009
Telephone number	01934 427 427

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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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