

# Broomhill After School Club

Broomhill Infant School, Beech Hill Road, SHEFFIELD, S10 2SA

## Inspection date

08/09/2014

Previous inspection date

14/05/2009

## 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

- Recruitment procedures are not robust. Reference checks have not been undertaken on members of staff to fully verify their suitability. This results in the safety of the children being compromised.
- The staff do not fully safeguard children, as they allow parents to use their camera enabled mobile telephones in the setting.
- Staff have a poor understanding of the learning and development requirements. There are no systems for carrying out observations of children, monitoring progress or for planning to meet children's learning needs. As a result, activities and resources provided do not capture children's interests or provide them with any challenge.
- The organisation of toys and resources does not support children to make independent choices and decisions about their play.
- The provider has not established a programme of appraisals and supervision of staff. This results in a lack of support, coaching and monitoring of staff performance, practice and professional development.

### It has the following strengths

- Children form warm relationships with staff. As a result, children are happy to attend the club.

## 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 staff and children interacting during activities in the playroom and the outside learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of staff and safeguarding procedures.
- The inspector spoke to parents to obtain their views on how the club meets the children's needs.

## Inspector

Ruth Moore

## **Full report**

### **Information about the setting**

The Broomhill Out of School Club was opened in 1995 and was re-registered in 2008. The club is managed by the private owner and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a room at Broomhill Infant School in the Broomhill area of Sheffield. Children have access to the school playground and associated facilities. The club serves the immediately locality and also the surrounding areas. The club is open Monday to Friday, from 3pm until 5.30pm during term time. Children attend for a variety of sessions. The club provides an extended service between 8.30am and 5.30pm on the five curriculum days during the year, subject to demand. There are currently 22 children on roll, of whom four are in the Early Years Foundation Stage. The club employs three members of staff, including the manager, of whom two hold an early years qualification at level 3 and one is unqualified. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

### **What the setting needs to do to improve further**

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

- implement a system of robust recruitment procedures to support the safeguarding of children and staff in the club
- implement an effective safeguarding policy and procedure, which covers the use of camera enabled mobile telephones in the club and ensure visitors comply with this policy and procedure to safeguard children
- improve staff's understanding of the learning and development requirements and improve teaching practice to ensure all staff initiate interactions with children and ensure children are sufficiently engaged during their play and explorations, so that they are fully supported in making progress in their learning
- improve children's independence, for example, by reviewing the organisation of resources in the playroom, to enable children to make more independent choices to support and extend their play and learning.
- implement an effective programme of supervision so that staff receive the mentoring, coaching and training they need in order to improve their knowledge and skills and promote ongoing professional development

## Inspection judgements

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

Overall, the quality of teaching and learning is inadequate. Staff in the club have an extremely poor understanding of the learning and development requirements of the Early Years Foundation Stage. They do not share information with the school about children's educational programmes and they do not plan activities that provide challenge to children. When children first attend the club their starting points are not obtained from parents or the school. This means staff do not know what progress they have already made when they enter the club. As a result, the staff do not plan educational programmes that take account of the skills they have already attained in order to help them progress towards next the steps in learning and development. There are no observations or assessments made of children's learning since they attended the club.

In addition to this, observations of children's free play during the inspection demonstrated that, for children, there is little adult support for them in their play, as they all watch a DVD for a considerable amount of time during the session. The lack of available activities and some staff engagement with children means they soon become bored and this gives rise to boisterous behaviour. However, children are appropriately engaged when the staff initiate interactions with the children during the activity of show and tell, when they first arrive at the club. This supports children's communication and language skills by sharing stories and developing social skills through talking to others about their interests or things they have done during the school day.

Children do not experience a variety of activities supported by a range of appropriate and interesting resources and equipment, as all the resources are stored in cupboards and are not routinely accessed by the children. This does not support children to make independent choices about their play. As a result, children are not always challenged to reach their full potential. A previous recommendation to further develop staff's knowledge and understanding of the Early Years Foundation Stage, and the use of observations to assist in planning for individual children's progress, have not been addressed. This means staff cannot be certain whether the limited activities they provide support children's continued progress and complement the learning that takes place in school. Partnerships with parents are variable. Unfortunately, the staff at the club do not have enough information about children's development to share an accurate picture of their progress. This means that parents do not receive an assessment of their child's progress and are not made aware of any gaps in learning that may require early intervention.

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

A number of the safeguarding and welfare requirements of the Early Years Foundation Stage are not met. This is in relation to child protection and safer recruitment procedures. Staff lack enough understanding about how to safeguard children and the systems for

ensuring the suitability of staff are not robust enough. Consequently, children's feelings of safety and security are not fully justified.

Staff are warm and friendly and help all children to feel included. Children enter the setting confidently and are happy and relaxed. Staff have formed appropriate bonds with children, enabling them to feel secure and confident. Children's security and confidence are further enhanced through their familiarity with the school building, as all who attend the club are pupils at the school. Children have suitable relationships with staff and are confident to talk to them or ask them for things. Children have a good sense of belonging because they have established strong friendship groups through being together throughout the school day and at the out of school club. The good relationships that children have developed with each other in school supports their transition into the club. The staff are good role models with clear explanations as to why challenging behaviour is inappropriate. Any unwanted behaviour is calmly dealt with, while positive actions are praised and encouraged. All of this means children are developing a good sense of social responsibility and a sense of self-worth. Children with special educational needs and/or disabilities, or those who speak English as an additional language, are fully included within the club. This helps to raise their confidence and promotes their self-esteem.

Children are supported to develop a good understanding of the importance of a healthy lifestyle. They take part in vigorous play opportunities in the school garden. The balanced range of tasty food provided for snacks help children learn about how to maintain a healthy lifestyle. Children increase their understanding about health and hygiene through established daily routines. For example, they learn to wash their hands after using the toilet and prior to eating food. Through play and routines, children are developing a good understanding of how they can keep themselves safe. For example, fire drills are practised regularly so that children have a good knowledge of what to do in an emergency situation. All the staff have completed first-aid training and are confident in providing emergency first aid so that children receive the most up-to-date and appropriate treatment.

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

Leadership and management is inadequate. The provider has an extremely poor understanding of the legal requirements. As a result, the club is failing to meet the legal requirements set out in the Early Years Foundation Stage. The staff do not fully safeguard children. All the staff have attended child protection training to develop their knowledge of safeguarding issues and know what to do if they have a concern about a child. However, they do not implement the safeguarding policy and procedure effectively with regard to the use of camera enabled mobile telephones in the setting. They demonstrate a lack of understanding of the requirements and why this is important when considering safeguarding. This is also a breach of the Childcare Register. Recruitment procedures are not robust and in some cases rely on informality and trust rather than proven procedures. For example, the obtaining of references is not carried out. Some systems for ensuring the children are kept safe on a day-to-day basis are in place and are operated effectively by staff. For instance, there is a door locking system on the external door and parents and

visitors only gain admittance when vetted by a member of staff. However, staff do not keep a record of visitors and do not remind them not to use a mobile telephone while in the club. Systems to manage staff performance and ensure their continuous professional development are inadequate. The lack of staff supervision and appraisals results in the leadership and management having a poor concept of practitioner skills and creates a lack of support, coaching and monitoring of staff performance in regard to their practice and professional development.

The provider demonstrates a poor understanding of the learning and development requirements of the Early Years Foundation Stage. She fails to adequately monitor children's development through assessment or to plan learning sufficiently across all educational programmes. These breaches in requirements mean children do not get the help they need from the staff at the club to make suitable progress and further complement learning carried out in the host school. The system for self-evaluation is weak and there are no current priorities for improvement that the club is working on. The lack of analysis and poor focus on improving mean there are no clear development plans in place. There are no systems in place to monitor and evaluate the after school club provision or gather the views of parents or children who attend the club. Therefore, the provider fails to identify a number of significant weaknesses, demonstrating a weak capacity to drive improvements forward. Since the last inspection by Ofsted, systems have been put in place to provide information to parents about the procedures to follow in the event of a child going missing. However, due to the exceedingly poor understanding of the legal requirements, the provider has not taken sufficient action to ensure the recommendations made at a previous inspection have been addressed. Staff's knowledge and understanding of the Early Years Foundation Stage, and the use of observations to assist in planning for individual children's progress, has not been developed. The development of the use of self-evaluation has not been continued to identify strengths and areas for improvement.

Relationships have been developed with the school the children attend and with other professionals in order to meet each child's individual well-being. Partnerships with parents are variable. They receive information about the setting prior to their children starting. Parents report that their children enjoy attending the out of school club and are settled and happy. They receive verbal feedback from staff about their children's well-being when they collect them at the end of the session. Parents express a high regard for the service provided and the friendliness and approachability of the staff.

### 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 statement of procedures to be followed for the protection of children is implemented effectively (compulsory part of the Childcare Register)
- ensure that the statement of procedures to be followed for the protection of children is implemented effectively (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

<b>Unique reference number</b>	EY386402
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	821690
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Sheila Kay
<b>Date of previous inspection</b>	14/05/2009
<b>Telephone number</b>	07811 523706

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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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