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Smarties Out of School Care
Great Ecclestone Copp C of E School
Copp Lane, Great Ecclestone
Preston
PR3 0ZN

Our Reference EY369841

Dear Lydia Louise Roskell

Monitoring for provision judged as inadequate

An Ofsted inspector, Lynne Naylor, monitored your provision on 15/09/2014 following your inspection where the provision was judged to be inadequate.

Outcome of monitoring

As a result of our inspection on 19/06/2014, we sent you a notice to improve. If you were set actions at the inspection, or as a result of our subsequent monitoring or investigations, these are included at the end of this letter.

During the monitoring visit the inspector discussed with you the steps you are taking to address the actions raised in the notice to improve. The inspector looked at the way you organise and set up the hall with toys and equipment. She discussed how you identify a staff member as a key person for each child and how you plan activities for children. She observed children engaged in a range of indoor and outdoor activities. The inspector observed interactions between staff and children and discussed the steps you are taking to liaise with the school that children attend, in order to support children. The inspector talked with staff and some children. The inspector looked at the records you keep to evidence staff suitability. This included checking staff member's qualification certificates, paediatric first aid certificates, safeguarding training certificates and Disclosure and Barring Service checks. The inspector discussed the arrangements you have put in place to supervise and mentor staff members and to increase your awareness of the Early Years Foundation Stage. The inspector did not speak with a representative from the local authority as you were unable to make contact by phone.

The inspector found that you have begun to address all issues raised at the last inspection. However, your action plan is not clear enough to effectively support improvement or to monitor the effectiveness of the changes made since your last inspection. You have attended a briefing on the changes to the Statutory framework for the Early Years Foundation Stage and requirements of the Childcare Register,

which became effective from September 2014. Therefore, you are aware that you do not necessarily need to meet the learning and development requirements. This is because you provide solely before and after school care for children who normally attend reception class or above during the school day. However, you acknowledge that your awareness of the learning and development requirements is not strong enough to guide children's development or to discuss with parents, carers and school staff or teachers the support you intend to offer. You also remain unclear about your responsibilities as a provider to meet the safeguarding and welfare requirements of the Early Years Foundation Stage and the Childcare Register requirements. As a result, another action is set following this monitoring visit. All staff have received training in safeguarding awareness and both regular staff have also attended training to understand the role of the designated officer. You have put in place arrangements for staff to receive formal supervision on an ongoing basis and have devised a suitable form on which to identify their training needs. Understandably, due to the club having been closed due to the school holidays, no meetings with staff have taken place.

You are steadily building on the way you work with parents in order to gain information about children's needs. Parents have been provided with 'All about me' forms on which they can note their child's interests and favourite activities. Children are now more engaged and interested in their play and activities. This is because you have purchased new toys based on what you know about the children, such as board games and small-world toys themed on some of their favourite books. Each day before children arrive, you set out tables, large floor mats, toys and some sensory materials, such as sand, water and dough. Children are seen to readily help themselves to toys that interest them, which develop their self-help skills. You explain how children are involved in the planning of some activities. For example, you subscribe to a magazine published every quarter that provides activities and craft ideas for topical events. Children look through the publication and have access to previous editions to choose activities that interest them. You are beginning to incorporate their ideas into your planning but have not yet developed ways to assess the effectiveness of this provision.

An agreement has been made to work more closely with the school in which children attend in order to better support children's learning and development. You have discussed and agreed with the school reception teacher to meet regularly to exchange information in order to complement and where appropriate build on what they are learning at school. However, having just returned last week after the summer holidays, the first meeting has not yet taken place. Similarly, following the publication of your report, you contacted a representative from the local authority but have not arranged a meeting so that you can be provided with the support needed to help you improve the quality of your service.

Having considered all the evidence, the inspector is of the opinion that the setting has not taken prompt and effective action to address the points for improvement.

Next steps

The next step will be a full inspection.

If you have any further queries please contact us on the number at the top of this letter.

Yours sincerely

Nick Hudson
National Director, Early Education

Actions

Action	Due date	Closed date
develop assessment and planning practices, so that the youngest children's interests, abilities and learning styles are taken into account when planning challenging experiences that will complement and build on what they are learning at school	30/06/2014	15/09/2014
develop appropriate arrangements for the supervision of staff and develop a culture of support, coaching, team work and continuous improvement	30/06/2014	15/09/2014
undertake professional development training, in order to develop knowledge and understanding of the Early Years Foundation Stage	30/06/2014	15/09/2014
use the key-person system effectively to ensure that the youngest children's learning and care are tailored to meet their individual needs and close links are developed with the host school and parents about children's development.	30/06/2014	15/09/2014
improve understanding of the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage.	13/10/2014	