

Pilsley Pirates Club

Pilsley Primary School, Station Road, Pilsley, CHESTERFIELD, Derbyshire, S45 8EU

Inspection date

22/09/2014

Previous inspection date

17/06/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy, play well together and enjoy attending the out of school club.
- Staff have a sound knowledge and understanding of partnership working and work hard to gain information which supports children to settle quickly. As a result, children are emotionally secure.
- Children are effectively safeguarded by staff who have a clear understanding of policies and procedures, and a secure knowledge of how to protect children.

It is not yet good because

- Staff transporting children to the afterschool club do not hold a relevant first-aid qualification for working with young children.
- Children do not always have access to drinking water on all occasions.
- Staff are not always aware of children's next steps. As a result, not all children are offered activities that provide sufficient interest and challenge.
- Staff do not consistently provide clear guidance on expected behaviour.

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 both rooms used and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to the children during the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children, and reviewed the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julie Thorpe

Full report

Information about the setting

Pilsley Pirates Club was registered in September 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in The Elm Centre and the canteen at Pilsley Primary School, in Pilsley, Derbyshire. It is privately owned. The out of school club serves the immediate locality and the surrounding areas. There is an enclosed outdoor play area and the children use the school sports field for relevant activities. There are currently 39 children on roll. Of these, four children are in the early years age range and attend for a variety of sessions. The out of school club employs three members of childcare staff, two of whom hold appropriate early years qualifications at level 3. The club opens five days a week from 3pm until 6pm during term time, except for bank holidays. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure that staff members who transport children to the out of school club have a relevant first-aid qualification
- ensure that children have access to drinking water at all times.

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

- offer consistently interesting and challenging activities and experiences that fully engage children in play and learning
- improve the consistency of behaviour management strategies used, so children learn more effectively about the boundaries set and what is expected of them.

Inspection judgements

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

The manager and staff have a suitable understanding of the Early Years Foundation Stage. Staff in the club create a welcoming and nurturing environment. They greet each child in the setting using their name. Staff enquire what sort of day the children have had at school and ask the younger children if they are tired. They know the children well and discuss with them their likes and dislikes. Staff also talk with children about the groups they have joined in school, such as choir, football or rugby. Children ask staff what time their friends will arrive from the other schools on the pick-up service and are delighted

when the additional children join their group. The children settle quickly and know the routine. Children happily share and take turns, and are able to listen to requests made to support them in their task. For example, a small group of children who have set up a wooden train track are encouraged to expand its size in order for more children to join them. Staff encourage children's language and listening skills through discussion. Children discuss their summer holiday experiences and name countries that they have visited. Staff eagerly join in the conversation and ask if children have learnt any new languages during their visits. Children happily demonstrate their new language skills as other children guess which language children are speaking. As a result, children are confident to speak about their experiences and relate well to their friends and staff as they share their learning.

The club operates from two rooms at various times. Staff are not always aware of which room they will have in advance. This makes planning for children's activities more difficult. Staff work with parents and liaise with teaching staff, in order to gain an understanding of children's individual interests and stage of development. However, not all staff use this information well enough to consistently engage children in exciting and challenging activities, which will support them to make good progress and complement their learning at home and school. Sometimes activities, when based in the school canteen, are mundane and do not provide good levels of interest for individual children. Nevertheless, children have access to some good resources in the leisure centre, where they can choose to play football, undertake craft activities or role play. Staff play alongside children and are asked to join in with games. Children are able to follow instructions and wait patiently for their turn. There are a range of construction and small-world resources and children joyfully create their own play environments with lots of creativity and excited chatter. For example, children race their cars round the car track imagining that they have won, verbalising cheers from the crowd and the lifting up the cup in celebration. Children are supported to do their homework and staff are involved in a range of topics covering mathematical problems and literacy. Younger children have access to a small reading library and enjoy looking at a detailed scrapbook, which shows the children happily involved in many different activities. This means, children are at times, able to continuing to develop the skills they are learning in school.

Staff have face-to-face conversations with parents daily as they collect their children. Parents share information about what their children enjoy and staff keep parents up to date with children's progress in the Early Years Foundation Stage. Children like to show their parents work that they have completed. Their facial expressions display a sense of pride when staff specifically point out to parents any achievements or good work that the children have been involved in. Close links with the local schools generally ensure continuity of care for the children within the Early Years Foundation Stage. As a result, children make steady progress.

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

Staff support new children in the setting by offering the opportunity to take part in circle time, as and when they feel ready. Children can choose to introduce themselves, share their name, their school class and what their favourite things are. Staff ask older children to act as mentors. This gives the older children responsibility and the new children a

familiar face while they establish themselves within the small group. As a result, children form positive and confident relationships. Staff gather relevant information at the start from parents and children about their likes and interests. Staff are friendly, interested and caring towards the children. Key-person systems are in place for the early years children, although both staff members know the children very well and children demonstrate that they have secure attachments with them. This helps them to feel safe and emotionally secure. Staff generally use positive praise and encouragement to promote good behaviour. However, staff are not always consistent in helping children to learn about the expectations for their behaviour. For example, when children climb onto seating they are not always reminded that this is not appropriate.

The leisure centre base provides a suitable environment for the children to effectively manage their own play. Children are keen to choose their own activities independently and help to get out the resources they want from a suitable range of equipment available. The school canteen is less effective in supporting children to develop their own independence and limits the activities that children can take part in. For example, the dining tables restrict any large physical activities from taking place and the limited storage space means that children do not have a full range of resources available to them. In addition, children do not have access to drinking water when they are in the canteen, which is a breach of the requirements for the Early Years Foundation Stage and the compulsory part of the Childcare Register. Children explore the outdoor area of the leisure centre daily and are able to take safe risks using the well-designed equipment. They climb the spider net, use the ladder swings or balance on the beams. As a result, children develop large muscle and hand-and-eye coordination skills. Staff support children to express themselves freely, actively encouraging children to take part in dance and movement. There is space available for children who want to relax or take part in quiet activities, supporting their independence and well-being.

Children are reminded of their own safety and that of those around them. For example, older children using swing ladders are asked to be aware of the younger children behind them. Consequently, they respectfully wait for younger children to take their turn. Children are encouraged to tidy away and be responsible for their own belongings when they move between rooms. Older children go to wash their hands in readiness for the snack being served and younger children are reminded to dry their hands thoroughly. Staff talk to children about being healthy, as they independently spread their own toppings onto bread. Children pour their own drinks and kindly offer to pour them for younger children. As a result, children are adequately developing skills to manage their own personal needs, relative to their age.

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

Staff have a generally good understanding of their role and responsibilities with regard to safeguarding. They know how to report concerns, and management ensure that staff read and follow the relevant policies and procedures, and attend regular training on child protection and safeguarding to make sure that they are familiar with the signs of abuse. In addition, staff are supported in accessing external training courses, such as those on

moving ahead together and promoting positive behaviour. The effective recruitment procedures help check that staff are suitable to work with children, and ongoing checks are carried out annually. Procedures for recording and reporting accidents and administering medication are secure and are appropriately monitored by management. Daily, visual checks are carried out and written risk assessments are undertaken for various rooms, outings and activities. The environment is safely controlled with locks on all access gates and high fencing around the whole of the premises. Children are transported by car from another nearby school. Road tax and car insurance is up to date and children are kept safe as they wear appropriately fitted safety belts. However, the staff member collecting children does not hold a relevant first-aid qualification suitable for working with young children. This is a breach of the requirement of the Early Years Foundation Stage and both parts of the Childcare Register.

The manager of the club undertakes self-evaluation annually. Staff meetings take place termly where they contribute towards the evaluation of the services. Children are also involved in making suggestions for changes to the routines, activities and snack choices on a weekly basis. Parents receive a regular club newsletter where they are asked to comment on services and a suggestion box is available daily. Staff have appropriate qualifications at level 3 and the manager is qualified at level 5. Staff supervisions and appraisals are an opportunity for reflective practice and to highlight any areas of training required. However, this is not focused enough to identify variance in practice and ensure that planning and monitoring of individual children's interest is taking place.

Partnerships with parents and outside agencies are good. The staff team take advice from the local authority development worker and are involved in regular audits to improve their service. Parents comment that their children have developed in confidence and become more independent. Children say that they 'love coming to the club and meeting all their friends'. The staff ask teachers at both local schools to contribute to the children's learning profile and they meet with parents to discuss children's progression. This contributes to promoting consistency in children's care and learning, to ensure that children's needs are adequately met.

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 an appropriate first-aid qualification is held by staff when accompanying children on their journey to the out of school club (compulsory part of the Childcare Register)
- ensure that children have access to drinking water at all times (compulsory part of

the Childcare Register)

- ensure that an appropriate first-aid qualification is held by staff when accompanying children on their journey to the out of school club (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	EY359141
Local authority	Derbyshire
Inspection number	863582
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	39
Name of provider	Jane Shepherd
Date of previous inspection	17/06/2009
Telephone number	07779152117

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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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