

Schoolfriend Clubs @ St Wilfrids

St. Wilfrids Catholic Primary School, Millhouses Lane, SHEFFIELD, S7 2HE

Inspection date

24/09/2014

Previous inspection date

02/03/2009

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

- Children's safety is compromised as there is not always at least one person who has a current paediatric first-aid certificate on the premises and available at all times when children are present.
- Children are not protected at all times as the risk assessment of the outdoor area is not effective and there are instances when children are not within sight and hearing of staff.
- The organisation of the session means that children are not supported to acquire the skills and capacity to develop and learn effectively.
- Children's welfare is not assured as the safeguarding policy and procedures do not cover the use of mobile phones and cameras in the setting. This means, that parents use their mobile phones within the setting.
- The leadership and management of the club do not ensure that performance management procedures are effective to support, coach and train the staff. This results in a lack of a culture of mutual support, teamwork and continuous improvement. Consequently this means the interests of children are not supported.

It has the following strengths

- Staff have a suitable knowledge of child protection issues.
- The children are confident with the staff and their peers.

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 the staff engage in a range of indoor and outdoor learning activities and play with the children.
- The inspector held discussions with the manager, deputy manager, staff and children.
- The inspector looked at samples of children's records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of the staff.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Yvonne Layton

Full report

Information about the setting

Schoolfriend Club @ St. Wilfrid's Out of School Club was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in St Wilfrid's Catholic Primary School in Sheffield. The club is part of Schoolfriend Clubs Limited, a charitable company. Children attend from the primary school. It operates from the school hall, with access to the computer suite, and the school playground and field. The club employs four members of childcare staff. Of these, one holds appropriate early years qualifications at level 6, one at level 3 and two hold level 2. The club opens Monday to Friday term time only. Sessions are from 3.20pm until 5.45pm. Children attend for a variety of sessions. There are currently 50 children attending, of whom three are in the early years age group. 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 at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present and able to respond to an emergency quickly
- review risk assessments to ensure all reasonable steps are taken to assure children's safety, particularly, with specific regard to the open access, unknown adults present and organisation in the outdoor area
- review and improve arrangements in place to ensure children are always within sight or hearing of staff to ensure their safety is assured, with specific regard to when children go to and return from the toilet
- ensure that performance management procedures are effective to support, coach and train the staff and promote a culture of mutual support, teamwork and continuous improvement, in order to meet the interests and needs of the children are supported
- review and improve the organisation of the sessions to ensure children's are acquiring the skills and capacity to develop and learn effectively, and be ready for the next stage in their learning
- ensure the safeguarding policy and procedures cover the use of mobile phones and cameras in the setting and that the policy is robustly implemented.

Inspection judgements

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

Generally, children do enjoy their time at the club. However, overall they are not supported to acquire the skills and capacity to develop and learn securely, and be ready for the next stages in their learning. This is because the organisation is inconsistent and there is no clear structure for the session. Children wait unnecessarily and they become restless. For instance, although the hall is not occupied by other users, children and staff wait in the corridor until all of the children arrive and when they enter the care room there are no activities to initiate their play. Children go directly outside and use the large apparatus and run around the playground. As there are limited activities initially, this often results in some children becoming over boisterous while others, particularly the youngest children appear lost. In time, staff do provide balls and a creative activity, for example, bracelet making. Children become involved in a game of tag with the staff. In particular, they focus their energy and attention as they enjoy a basketball hoop game, with a member of staff. When children go indoors for snack, there are no activities prepared for them and staff have to organise the chairs, tables and activities. Once activities are presented children do become engrossed and interested. For instance, they take great pleasure and care to make their own creations from recycled and craft materials. Children are supported by staff to use sticky tape, cut out fine patterns and carefully consider the resources they use. Consequently, the quality of children's experience is too variable to make a positive impact on their learning and development.

Secure partnerships with parents have been developed. This means that information is shared consistently and create a link between the club and home. Staff provide parents with daily feedback when they enter the setting to collect their children. In addition, the staff gather information about children's learning and development from parents and carers.

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

Children are overall confident with the staff and their peers, including children with special educational needs and/or disabilities. Attachments and relationships are generally secure. The key-person system is adequate to promote settled relationships. Staff make sure they discuss with parents about how their child has been as they collect children. However, the individual emotional needs of children are not always consistently considered and risks to children, at times, are not effectively recognised or evaluated.

Children's behaviour is variable. They learn about what is acceptable behaviour as they respond to the staff's appropriate positive behaviour management, supported by suitable club rules. Children learn appropriate social skills as staff encourage them to take turns during activities and to share. However, sometimes staff do not intervene and guide children when their behaviour becomes too boisterous and could lead to accidents. For example, imaginative play is supported as children use large pieces of material in a variety

of ways. However, this becomes an activity to drag each other around the floor, which becomes increasingly boisterous. This results in some children becoming over-excited and emotionally, overtired. Staff do not engage with the children in the activity to guide and direct them into more constructive play. This impacts on how well children can progress with taking responsibility for their behaviour.

Children learn about diversity as they have suitable opportunity to enjoy national and international celebrations, which are supported by art and craft activities. Their understanding about safety and self-care is generally supported through routines, activities and discussion. Children learn about personal hygiene as they routinely wash their hands before eating and after using the toilet. Individual dietary needs are known and responded to by the staff. Children have access to a mixed nutritious snack. They are supported to be independent. For example, they take responsibility for their own possessions. Children have opportunities for fresh air and exercise outside in the outdoor area.

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

The provider does not meet all of the safeguarding and welfare requirements of the Early Years Foundation Stage. Only one of the four members of staff holds a current paediatric first-aid certificate. This means that in the absence of this member of staff there is no member of staff at the club with a current paediatric first-aid certificate. There are staff in the school who are first-aid trained but they may not be able to respond to an emergency quickly or be available at all the times that the club is open. Consequently, children's safety in the event of an accident is not assured. The outdoors area is not robustly risked assessed and this means that staff are not sufficiently alert and vigilant with regards to the potential risks posed to the children's security and safety. There is an open access gate to the grounds, unknown adults use the area and there are hidden areas of the playground. These are also breaches of the requirements of the Childcare Register. Children's welfare is also at risk as they are not always in the sight or hearing of staff. This is a particular occurrence when children go into the school to use the toilet. Mostly, they will tell a member of staff or shout out that they are going but there is no system to monitor this or to make sure the children return promptly. In addition, on occasion, staff do not position themselves, so that they can always see the children and sometimes they group together to talk to each other, therefore, at these times they do not provide appropriate supervision. Children wear tabards outside so that staff can easily identify them. Staff complete a headcount of children when the group go back into the club for snack. In addition, staff sometimes attempt to count them while they are playing but this is not effective as children are active, mixing with their friends, who do not attend the club and playing in less visible areas of the grounds.

Staff demonstrate a suitable knowledge of child protection issues and procedures, to keep children safe in this regard. This is supported as all staff complete safeguarding training. There is a suitable record of visitors and children's register of attendance maintained. The provider has appropriate policies and records in place to appropriately support children's well-being. However, although there is a policy about children not having mobile phones in

the club, there is not a policy and procedure that clearly outlines how the use of these will be controlled in order to protect children. In discussion, staff are clear that their mobile phone is not available to them. However, during the inspection it was observed that parents freely use their mobile phone within the setting. Staff recruitment and induction procedures are generally appropriate. However, the provider's system of appraisals and supervision is not sufficient or robust enough to ensure that staff are confident and clear of their roles and responsibilities. Furthermore, the ineffective monitoring of staff by the provider results in inconsistent practice. There is not a culture of mutual support, teamwork and continuous improvement fostered within the team. As a result, the session is disorganised and children are not supported sufficiently to acquire the skills and capacity to develop and learn effectively, and be ready for the next stages in their learning.

Parents' have access to the club policies and procedures and they are appropriately encouraged to discuss any issues with staff. Their views about the provision are sought by discussion and children's opinions are sought about the activities they enjoy. As a consequence, they have appropriate opportunity to contribute to change. One area of improvement identified at previous inspection has been successfully addressed as there is a named deputy to take charge in the absence of the manager. However, the self-evaluation of the provision is not robust to ensure significant weaknesses are identified and acted upon. Furthermore, there was no evidence at the time of the inspection that the club undertake any evaluation of practice to identify weaknesses and areas for improvement. The provider has also not recognised the variable provision of well-planned, purposeful activities to support children's learning and development. This means the provider does not have an accurate overview of the club's strengths, or gaps in the provision. As a consequence, the club has not made continuous improvement to the care and the learning of children. There is a secure partnership with the school staff and regular communication between the teachers and club staff. Consequently, staff have useful information to determine whether children benefit from any input of teaching or support while at the club, including children with special educational needs and/or disabilities.

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 at least one person who is caring for children has an appropriate first-aid qualification(compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first-aid qualification(voluntary part of the Childcare Register)

- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (compulsory 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	EY366859
Local authority	Sheffield
Inspection number	821149
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	50
Name of provider	Schoolfriend Clubs Limited
Date of previous inspection	02/03/2009
Telephone number	08704 422 287

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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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