

# CHAOS (Children's Activities Out of School)

St. Bridgets C of E Primary School, 22 St. Bridgets Lane, WIRRAL, Merseyside, CH48 3JT

<b>Inspection date</b>	26/09/2014
Previous inspection date	02/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> 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		3
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

- The provider has not implemented robust recruitment procedures, the suitability of all staff has not been verified and Ofsted have not been informed of changes to the management team. Consequently, the safety of children is compromised.
- The leaders and managers have a poor understanding of the requirements of the Early Years Foundation Stage, for example, the safeguarding policy does not make reference to the use of mobile phones. Consequently, the safety of children is not prioritised and ensured at all times.
- Staff interaction is poor. Children are not motivated because the experiences and activities provided do not appeal to their interests and address specific needs. As a result, children are not always enthused and sufficiently challenged.

### It has the following strengths

- Staff work with parents in order to support children's growing independence. As a result, children's self-esteem and confidence are fostered effectively.

## **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 the indoor and outdoor environments and talked with the staff.
- The inspector viewed the areas of the premises used by the club.  
The inspector looked at children's records, a range of operational documentation,
- evidence of the qualifications and suitability of staff members, and the safeguarding procedures.
- The inspector held discussions with the manager and the owner of the club.
- The inspector took account of the views of parents spoken to on the day and recorded in written questionnaires.

## **Inspector**

Deborah Magee

## Full report

### Information about the setting

CHAOS (Children's Activities Out of School) was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is based within Saint Bridget's C of E Primary School in the West Kirby area of Wirral and is one of two settings managed by a private individual. The club serves the host school and the local area, and is accessible to all children. It operates from a classroom and children have access to the school yard for outdoor play. The club operates Monday to Friday all year round. Term time sessions are from 7.35am until 8.50am and 3.30pm until 5.45pm. During school holidays the club operates from 7.35am to 5.45pm. There are currently 45 children on roll, of whom 14 are in the early years age group. The club employs four members of childcare staff, one of whom holds an appropriate early years qualification at level 3.

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

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

- implement robust recruitment and vetting systems, to ensure all adults who have regular contact with children are suitable to do so
- develop the safeguarding policy to cover the use of mobile phones and cameras in the setting, so that children's safety is prioritised
- improve the quality of staff interactions in order to ensure all children are motivated and enthused to engage, by providing experiences that address their interests and individual needs.

### Inspection judgements

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

Staff are not always aware of children's emerging interests. Activities are planned based on what the staff determine to be appropriate and not around children's interests; this sometimes fails to motivate and engage children. For example, children create leaf prints for an autumn display. Some children participate and enjoy the activity, though most do not as this does not appeal to them. Staff do not attempt to enthuse or motivate children to participate, so children choose not to. Children who do participate quickly lose interest and initiate their own activities which are more challenging and appeal to their interests. For instance, they climb on the large equipment and hunt for conkers.

Staff support children's independent play and they offer ideas and resources that

contribute to sustaining activities. For example, children engage in a role-play activity outdoors and staff supply a selection of fabric for them to use. Staff and children work together to create cloaks for the children to wear as they pretend to fly and become superheroes. Children's communication and language development is enhanced through this imaginative play. Staff use appropriate language and ask mostly effective questions in order to support children to solve problems and think for themselves. Therefore, children learn to work together and develop some of the appropriate attitudes required for school and to benefit their future learning.

Parents provide information on their children's interests, dislikes and what they can do on entry to the club. However, staff do not always use this information to plan experiences that are based on children's individual needs. Parents express they are happy with the club and they receive information about their children's experiences. Staff work with teachers to ensure that parents have access to information about their children's time in school and receive relevant updates.

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

Children are supported to establish positive relationships in the club through the use of a key-person approach. Children are happy in the club and they interact cooperatively with each other and the staff. Children mostly engage with the opportunities on offer. They confidently explore their environment, developing the attitudes and emotional security needed for the next stage of their learning and school. For example, when outdoors, older children support younger ones as they work out different methods of getting across climbing equipment. This promotes younger children's self-esteem and helps them to develop a confident and positive approach to trying new things.

Children have opportunities to develop their physical well-being as they access the outdoor area, where they can run, climb, play ball games and engage in creative activities. Through engaging with physical activity, children are developing a sense of how to keep themselves healthy as they recognise their own needs. Staff encourage children to attend to their own needs, for example, they pour their own water to drink and serve their own snack. Children are provided with a range of healthy food options, such as pasta with sauce, vegetables and dips or beans on toast. Children select and serve their own food to enjoy while sitting with their friends. As a result, they are gaining independence as they manage their self-care routines.

Children behave extremely well while in the club. Older children are considerate when around younger children and are willing to help them access resources or when playing. Children demonstrate a very caring attitude towards each other and interact well with staff. This is because children have worked with staff to establish clear rules for the club. As a result, children respect the rules and behave well. Parents are encouraged to contribute to information about their children's needs, for example, they share information regarding their children's care needs and dietary requirements. As a result, staff are able to meet children's needs and effectively help them develop self-confidence and a sense of belonging. Parents receive daily verbal feedback from their child's key person about their child's experiences in the club. Staff provide information to parents regarding their

children's day in school and pass on accident forms or messages from teachers so parents are involved in their child's experiences and well informed.

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

The leadership and management are inadequate. The provider has not met the requirements of the Early Years Foundation Stage because children's safety is not prioritised. The provider has failed to obtain Disclosure and Barring Service checks for all staff and has also failed to inform Ofsted of changes to the manager of the club. This also means that the associated requirements of the Childcare Register are not met. The provider does not implement sufficiently robust recruitment procedures. Staff are recruited through procedures that rely on informality and trust rather than proven procedures. For example, the provider does not advertise roles or implement sufficient recruitment procedures, such as requesting references. As a result, it is unclear if staff are suitable for their role. The provider has failed to inform the manager of the club of these issues. Consequently, the manager is not aware of any potential risk and has not implemented steps to further ensure the safety of the children. Additionally, the management team have not implemented a safeguarding policy that makes any reference to the use of cameras and mobile phones. As a result, it is not clear to staff, parents and volunteers what the correct procedure is. Not all staff are able to demonstrate their understanding of the correct use of cameras and mobile phones within the club, as this has not been explained sufficiently by the manager.

The manager provides staff supervision and performance management through one-to-one briefings and staff meetings. The provider takes responsibility for some areas, such as recruitment, but information is not always shared to ensure that children's safety is maintained within the club. Most staff have accessed statutory training, such as first aid, so are able to respond appropriately in emergencies. The management team have not yet embedded the self-evaluation process in order to bring about improvements, so weaknesses are not always addressed to consistently improve the club. Areas for improvement highlighted in the last inspection report have not yet been addressed. For example, resources on offer still do not represent difference in society. Therefore, improvements have not been made.

Staff work in partnership with teachers from the school to share information regarding children's experiences. Parents express that they are happy with the club and feel comfortable to approach the staff members with any concerns. Information about the Early Years Foundation Stage is shared with parents as staff attempt to establish a consistent approach to learning and development. Additionally, parents receive daily feedback from staff, which enables parents to become involved as they discuss their children regularly.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with**

The requirements for the voluntary part of the Childcare Register are

actions)

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure all adults who are in regular contact with the children are suitable to do so, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of Childcare Register)
- ensure that Ofsted are informed of any changes to the manager or nominated person of the childcare provision (compulsory part of Childcare Register)
- ensure all adults who are in regular contact with the children are suitable to do so, which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare register)
- ensure that Ofsted are informed of any changes to the manager or the nominated person or nominated person of a childcare provision (voluntary part of 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>	EY414848
<b>Local authority</b>	Wirral
<b>Inspection number</b>	879838
<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>	24
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Jennifer Elizabeth Ashton
<b>Date of previous inspection</b>	02/03/2011
<b>Telephone number</b>	01516257652

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

