

Caunton Out of School Club

Dean Hole Primary School, Manor Road, Caunton, Newark, Nottinghamshire, NG23 6AD

Inspection date

01/10/2014

Previous inspection date

09/05/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

- Staff understand the importance of working in partnership with parents to ensure that every child's individual care needs are met.
- Staff understand how to promote healthy lifestyles and recognise the importance of providing children with a healthy diet. They ensure children have regular opportunities to experience fresh air and exercise.
- Children's behaviour shows that they feel safe in the club and have formed appropriate bonds and secure emotional attachments with the staff.

It is not yet good because

- The safeguarding procedure does not include the safe use of mobile phones and cameras, and not all staff have a robust knowledge of child protection procedures to keep children safe. The policy is also not available to parents. This is also a breach of requirements of the Childcare Register.
- Children are not provided with a range of easily accessible interesting activities or play equipment to stimulate and engage them. As a result, some children lack enthusiasm for child-initiated learning.
- There are few opportunities available for children to access a range of technology such as, computers, to enhance children's progress and enjoyment in this area.
- Self-evaluation is not entirely effective in identifying the strengths and weaknesses of the club in order to improve children's experiences and ensure their well-being.

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 looked at children's assessment records and a range of other documentation, including the safeguarding procedures.
- The inspector spoke with the manager at appropriate times throughout the inspection.
- The inspector checked evidence of suitability of staff working with children and the club's policies and insurance documentation.
- The inspector checked resources available for children to play with and had a tour of areas of the premises used by the club.

Inspector

Tracey Firth

Full report

Information about the setting

Cauntton Out of School Club registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a voluntary committee and operates from Dean Hole Primary School in Newark, Nottinghamshire. The club have access to the village room, hall, library, toilet facilities, kitchen and school playing field. They currently provide care for children up to the age of 11 years. There are currently 20 children on roll, of whom, 11 are in the early years age group. The club is open during the school term, from 8am to 9am and from 3.30pm to 5.30pm, Monday to Thursday and from 3.30pm to 5pm on a Friday.

What the setting needs to do to improve further

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

- ensure the safeguarding policy and procedure covers the use of mobile phones and cameras in the setting
- train all staff to understand the safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues
- ensure a welcoming and motivating environment is provided and plan a range of activities and resources that provide challenge for all children to promote their learning and enjoyment.

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

- increase the opportunities available for children to access a range of technology, such as computers, to enhance children's progress in this area
- develop self-evaluation and monitoring of staff so that the strengths and weaknesses of the club are identified and any areas for improvement are promptly addressed to improve children's experiences.

Inspection judgements

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

The club staff have a sufficient understanding of the Early Years Foundation Stage and the educational programmes. They are aware of the ways in which individual children learn

and they provide children with some opportunities to be creative and to learn through hands-on experiences. For example, the children make picture frames from paper plates, which enable them to use their fine motor skills and some mathematical concepts. Most of the children are happy to take part and engage in conversations with each other and the staff, which helps to enhance their emotional and social skills. However, planning is not in place to sufficiently enthuse all children and engage them in the activity. No other activities are planned and the resources set out for children are too limited for free-play to take place. In particular, there are no opportunities for children to use technology. This results in some children appearing to be bored and lacking enthusiasm. Staff explain that children can ask for particular resources, and that they are not all brought out as the club sometimes only operates for very short periods before children leave. Nevertheless, the lack of accessible resources means that the club does not appear welcoming or stimulating when children arrive.

Observations and assessments are carried out and linked to each child's age and stage of development. This information is shared with the school to support individual children. Themes from the school, in which the club is based, are continued in the club. For example, the theme of superheroes is carried on in the planned activity. This enables children to build on the learning that has taken place during the day. Consequently, the learning in school, where the children spend more time is suitably complemented and children's ongoing development of skills for their next stages in learning are adequately supported. However, an insufficient amount of appropriate activities are planned for. The provision of one activity does not take full account of the different ages of children or capture individual interests. Consequently, not all children show the characteristics of effective learning, for example, concentrating and developing their own ideas.

Partnerships with parents are considered and they are encouraged to be engaged in their child's learning and development. Staff know all the children and their families well. Parents are always invited to join the club committee. An open door policy enables parents to speak to staff and discuss any issues. An informative booklet is given to all parents for them to add comments and have input into the staff's understanding of their child's abilities. As a result, parents know how their child is progressing and partnerships with parents are generally good.

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

A number of the club's staff also work in the linked school, which most children attend. Consequently, they are familiar to the children. A key-person system is in place, which means that children are able to discuss any issues or join in conversations with peers and adults because their emotional well-being is supported. All staff have built appropriate relationships and engage with children. Children are confident to speak in groups, follow instructions and express themselves effectively, showing awareness of listeners' needs. Their behaviour is good and the behaviour policy is shared with parents to promote a consistent approach. Issues are rare and dealt with through discussion. All children appear very sensible, take turns in conversation and respect each other's opinions. They behave well and are not disruptive despite the environment and resources not challenging all of them.

Children's health and self-care are promoted through healthy food and by following sensible hygiene routines. Medical and dietary needs are known and accidents recorded appropriately. Children are kept safe because all parts of the school premises are safe, secure and suitable for their purpose. This is because staff implement appropriate risk assessments to ensure children are unable to leave without an authorised adult. Furthermore, staff ensure the premises are suitable and fit for purpose. Ratios of staff are high and the club staff are deployed well so they can respond quickly to any child's needs, including any required first-aid. Children have access to the outdoors play area and school field, where they can engage in physical exercise and fresh air. As a result, children's physical well-being is promoted well.

All toys, play materials and equipment are of suitable design and condition. The club has a plentiful supply of resources and these are of a good variety to engage the interests of children of all ages. However, they are not freely accessible to children. Photographs of the games and activities are indexed for children to browse in an album. However, a selection is not always set out prior to children's arrival. Consequently, children are not always motivated as there is little to spark their interest or to make the environment stimulating and welcoming.

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

Appropriate checks on adults are carried out to safeguard children and recruitment practices are robust and include a period of probation and induction training. Risk assessments are in place and suitable steps are taken to ensure that children are kept safe and the premises secure. Additionally, registers of attendance, first-aid training and first-aid resources are in place to further protect children. Supporting policies for safeguarding and child protection procedures are in place. Staff have received training on the safeguarding procedure; however, some staff still lack secure knowledge about the procedure to follow in the event of having concerns. They state that they would refer concerns to the school's designated officer, which means that any concerns are followed up, therefore, the impact this weakness on children is reduced. However, there is still an impact on children's overall safety as staff are not fully confident about the procedures which are recorded in their own policy. Furthermore, the restricted use of mobile phones and cameras is not included in the safeguarding policy.

Partnerships with other settings are in place to secure appropriate interventions for children who need additional support. Club staff work closely with schools to help children to achieve. For example, evidence from observations at the club are collated and handed to the school, so that, further strategies to support and extend children's skills can be implemented. Club staff support school's learning strategies by following the same approaches. The club also engages with the neighbouring school and collects children from there for after school care. Partnerships with parents are robust. Parents are able to approach staff and written information is sent home to keep parents informed of their child's achievements. This ensures parents are fully aware of their children's progress and any learning strategies are used consistently.

Self-evaluation is weak because not all strengths and weaknesses in practice have been identified and not all recommendations from the last inspection have been carried out. Staff supervision and training require improvement because child protection knowledge is inconsistent, with some members of the club believing they can rely on the host school to provide support. Furthermore, the learning resources available are not used effectively to provide adequate challenge for all children. Therefore, a more robust approach to monitoring the provision is required to secure improvement. Some improvements have been made. Risk assessments have improved since the last inspection and a deputy has been named as required. The manager is keen to bring about improvement and demonstrates the capacity to develop the provision further.

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 copies of the written statements of safeguarding procedures is available to parents (compulsory part of the childcare register)
- train all staff on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register).
- ensure that copies of the written statements of safeguarding procedures is available to parents (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	253296
Local authority	Nottinghamshire
Inspection number	818450
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	20
Name of provider	Cauntton Out of School Club Committee
Date of previous inspection	09/05/2012
Telephone number	01636 636219

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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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