

Les Enfants

Dale Hall Primary School, Dale Hall Lane, IPSWICH, Suffolk, IP1 4LX

Inspection date	12/09/2014
Previous inspection date	13/09/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
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 are not adequately safeguarded because risk assessments are not conducted with sufficient rigour to minimise hazards.
- Children are not adequately safeguarded because policies, such as the mobile telephone and camera policy, are not always applied and implemented in practice.
- Children are not offered any toys or resources at the breakfast club. Consequently, their needs are not met, which has a detrimental affect on their behaviour.
- The management does not adequately monitor staff's practice and skills, to ensure children are provided with good quality daily experiences and care to meet their needs.
- Documentation is not readily available to ensure children's well-being at all times. Children's daily record of attendance is not always promptly and accurately completed, which puts children at risk, particularly in the event of an emergency.
- The key-person system is not implemented to ensure children are well supported by staff and parents are not always informed of who their child's key person is.
- Children are not always adequately supervised, or within sight or hearing of staff, to ensure their safety and well-being and there is potential for them to leave the premises unsupervised.

It has the following strengths

- Children are offered a suitable variety of food for breakfast, including fresh fruit.

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 dining hall and play area, and viewed the playground area and toilets.
- The inspector spoke with the staff at appropriate times throughout the inspection and, when appropriate, interacted with children.
- The inspector had discussions with staff at the setting and had a meeting with the manager in her office at home, to view additional records.
- The inspector looked at a range of documentation, including a selection of policies and child record forms, and discussed self-evaluation.
- The inspector checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Hazel Meadows

Full report

Information about the setting

Les Enfants at Dale Hall was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates a breakfast club from Dale Hall Primary School from 7.30am until 9am. It is one of three settings that are privately owned and managed by the registered individual. The breakfast club is accessible to children from Dale Hall Primary School. The club employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above. There are currently 32 children on roll, of whom six children are in the early years age group.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

ensure risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

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

- ensure that all records and documentation necessary for ensuring children's well-being and safety are easily accessible, available for inspection and to hand to ensure children's safety and well-being needs are met
- ensure that the policy on restricted use of mobile telephones and cameras is consistently applied within the club
- monitor staff practice to ensure all staff have sufficient training, knowledge and skills to understand their roles and responsibilities, and to effectively meet the needs of children by providing them with good quality daily experiences and resources
- take reasonable steps to ensure the safety of children, staff and others on the premises in the case of an emergency, for example, by ensuring all children's attendance is clearly recorded, and that visitors are signed in and out as required
- ensure that each child is allocated a key person and that their parents are made aware of who this is, to support the child and promote continuity of care
- ensure children are within sight or hearing at all times and that staff are suitably deployed, to adequately supervise children to prevent them leaving the setting unattended and to securely transfer children into the care of school staff.

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

- improve the organisation of breakfast time and the layout of the room, so that children are able to easily access the tables and meet their own needs.

Inspection judgements

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

Staff have only a basic understanding of the requirements of the Early Years Foundation Stage and how to cater for children's needs. Children have an inadequate amount of resources to play with and do not benefit fully from what is provided. On the day of inspection, the only activity available was colouring pens and paper. No other toys and resources are available to children at the breakfast club. This results in some children becoming bored and negatively affects their behaviour. Other children just sit passively with nothing to do. There are minimal opportunities for children to engage in any aspect of learning or to be imaginative and develop curiosity, indoors or outside.

Staff mostly perform a supervisory role. They do acknowledge and praise children's drawings but do not actively seek to engage children in conversation, discover their interests or join in with them. Older children are confident and interact freely with their peers. However, younger children, in particular are not supported to develop a sense of emotional security. Children are encouraged to have a level of independence and responsibility. For example, they are encouraged to hang up their coats and bags as they arrive and to clear away their breakfast bowls and plates when they have finished eating. However, even with this routine some opportunities to develop their skills are missed. Children are not encouraged to use their self-help skills fully. Staff do not encourage them to be involved in the preparation of their own breakfast but do this for them, reducing the opportunity for children to demonstrate their ability to meet their own needs.

Staff get to know children through basic observation and talking with them and their parents. The club has all about me documents, which aim to offer an outline of each child's likes and dislikes, their capabilities and particular needs. Staff state that these are intended for parents and/or children to complete prior to starting at the club. However, these have not been made available to all parents or completed for all children and no other documentation is available at the club for staff to refer to. Staff have spoken to parents on an informal basis but there is no effective system to ensure all staff are able to access the knowledge about each child. Consequently, staff cannot effectively meet all children's individual learning or care needs.

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

The environment is not adequately welcoming or inviting for children. There is an inadequate amount of toys or resources for them to play with and enjoy, and little to capture their interest. Children are mostly well behaved. However, once they have finished breakfast there are insufficient activities to occupy them. Children then become restless and some begin to run up and down in the restricted space of the dining hall, presenting a danger to themselves and others. Staff remind them it is not safe to run indoors; however, no alternative activities are offered or suggested. Children initiate their own games, for example, hide and seek. However, there are few places to hide, resulting in them hiding

under the dining tables or stacked chairs, which is not safe.

Some of the younger children, who are new to the school and club, are more timid and less confident. They initially stay close to the main members of staff, who are kind and attentive to them. However, staff do not engage them in any activities apart from eating their breakfast. Staff are uncertain about which of the new and younger children are their allocated key children and do not have recorded information about children's backgrounds or abilities to use. Consequently, children do not benefit from having a key person who knows them well because the key-person system does not operate effectively to meet children's needs. Staff are not always suitably deployed. Children are not always within their sight or hearing, because staff do not always watch children who need to go down the corridor to the toilet. This involves children going past the front entrance, which is secured by an exit button that some children can reach. Consequently, children are not fully prevented from leaving the premises unsupervised, which compromises their safety. Furthermore, when staff deliver children to their classrooms, there is limited communication with teachers to ensure they are aware of children's arrival. For example, staff leave two children alone and unattended in a classroom.

Children are offered a suitable range of breakfast foods, including fresh fruit. However, no information is readily available to staff about any dietary needs or restrictions children may have, as record keeping is poor. This means staff cannot assure children's good health. Staff do not routinely promote good hygiene habits to support children's understanding of the importance of a healthy lifestyle. For example, children are not reminded to wash their hands before eating. The layout of the breakfast tables makes it hard for children to meet their needs. Tables are too close together and children have to squeeze past the table where other children are drawing, to get to a table where they can sit and eat. It is difficult for children to carry a drink, as well as their breakfast, and consequently some children are not having a drink at all at breakfast time.

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

Following the last inspection by Ofsted, the manager received a number of actions to improve the club. A subsequent monitoring visit, undertaken in February 2014, found that the manager had addressed the weaknesses identified. However, a reorganisation of the club in September 2014, to move the after school care and holiday care to an alternative venue, has resulted in a number of requirements again not being met. Consequently, children are not adequately safeguarded and their well-being is not assured. Recruitment procedures ensure that staff are suitable to work with children and staff have undertaken safeguarding training; however, this is not always demonstrated in practice. The club has a policy to safeguard children from the inappropriate use of cameras or mobile telephones. However, this is not implemented or applied in practice and children and visitors, such as older siblings of those attending the club, freely use their mobile telephones without being challenged by staff. Visual risk assessments are undertaken by staff before each session. However, these are not always conducted with sufficient vigilance to ensure hazards are addressed and children are kept safe and secure. For example, the toaster and its trailing

flex are within easy reach of children. Similarly, the practice of allowing children to access the toilets without supervising the route past the entrance has not been risk assessed appropriately.

The leaders and managers have not considered possible risks sufficiently, nor taken appropriate action to ensure children's welfare is maintained at all times. No documentation whatsoever is available at the breakfast club. All documentation, including children's personal registration records, is stored at the alternative venue, used for after school and holiday care, even when children only attend the breakfast club. Therefore, children's records are not easily accessible, or available, in case of an emergency, or to support children's welfare and care. Furthermore, documentation is not readily available for inspection. There is no register to ensure staff are aware of which children are booked to attend and a record of attendance is not accurately maintained. On the day of the inspection, not all of the children present, or their times of arrival, were recorded by staff until they were prompted to do so by the inspector. This puts children at risk in the event of an emergency, for example, a fire. Not all staff are clear of their role, responsibility and the procedures to follow if there is an emergency. Visitors are not asked to sign in and out to maintain a record of who is on the premises. There is no method available of recording any existing injuries or any accidents or incidents, which occur at the club.

Staff are suitably qualified and training is updated to ensure enough staff with current first-aid certificates, and food-safety training are present. There is a thorough induction pack available. However, the management does not sufficiently monitor staff to ensure they understand and implement the policies and procedures, or ensure that they are familiar with the facilities at the premises, to support children effectively. Staff have regular supervision sessions and undertake further training to improve their practice. However, their knowledge is not always applied practically in the club to benefit children. For example, there are insufficient toys and resources for children to play with at the breakfast club and staff fail to address this. Their weaknesses in practice are not challenged or addressed through appropriate support and mentoring. Staff complete a written self-evaluation form, which highlights achievements at the club such as training completed. However, self-evaluation is not used effectively to identify and address weaknesses with regard to daily practice and provision for the children.

Staff establish trusting partnerships with parents. Parents spoken to on the day of the inspection state they find staff friendly and approachable and that their children enjoy attending. However, not all parents have been made aware of whom their child's key person is which affects communication and the continuity and quality of care offered. The club's registration and insurance certificates are displayed in the kitchenette area; however, no other information about the club, such as written policies, is available for parents. There is limited communication between staff at the club and the teachers at the school to enhance children's continuity of care. As a result, children's needs are not met.

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 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)
- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (voluntary part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (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	EY313862
Local authority	Suffolk
Inspection number	963242
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	32
Name of provider	Alison Linton
Date of previous inspection	13/09/2013
Telephone number	01473 423 264

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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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