

# The Playshelter at Gloucester

Gloucester Primary School, Burcher Gale Grove, LONDON, SE15 6FL

## Inspection date

Previous inspection date

27/10/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

4

### Previous inspection:

Not Applicable

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 health and safety is compromised because there are times when there is no staff member on site with an appropriate first-aid certificate. This means that when necessary children may not receive first-aid treatment.
- Children's safety is compromised because at times they are looked after by staff whose suitability has not been checked through the Disclosure and Barring Service.
- Staff do not always monitor older children's behaviour, which at times has a negative effect on the early years children's experiences in the club.
- Staff acting as a key person for children do not carry out the role effectively which affects children's enjoyment of the club.

### It has the following strengths

- Children participate in activities of their choice and staff help them in learning new skills.
- Staff provide children with good opportunities to develop their physical skills and fitness levels.

## **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 completed observations on activities in the main school hall, dining room and the playgrounds.
- The inspector viewed staff records including qualifications and other checks.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents to gain their views.
- The inspector talked with staff and children.

## **Inspector**

Lorraine Sparey

## **Full report**

### **Information about the setting**

The Playshelter at Gloucester registered in 2003. It is a privately run out-of-school provision, which operates during the half term school holidays. It is run by The Playshelter Ltd. The club operates at Gloucester Primary School, which is located in the London borough of Southwark. The club has sole use of the school premises during half-term holidays and provides a service for children from the local community. It operates Monday to Friday, from 8am to 6pm. There are currently 49 children on roll. The club has children with special educational needs and/or disabilities on roll. There are six staff who work with the children. Five hold relevant qualifications.

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

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

- ensure children are safeguarded effectively by checking that adults working with them are suitable to do so, specifically by having an enhanced check through the Disclosure and Barring Service
- ensure there are sufficient staff qualified in paediatric first aid to enable at least one member of staff so qualified to be readily available to the children at all times
- ensure all staff are trained in the procedures to follow in the event of a concern regarding a child's welfare
- ensure the key person assigned to each child works with that child effectively to meet their individual care needs to help them become familiar with the club and to build good relationships with the child.
- ensure all staff are trained to know and understand the written statement of procedures to be followed to safeguard children from abuse or neglect

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

- improve monitoring and evaluation systems so that weaknesses are identified and areas for development prioritised to drive improvement effectively.

## Inspection judgements

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

Staff plan a suitable range of activities after discussion with the children about what they would like to do. These activities include outings to the local cinema, ice skating and other places of interest to the children. Such outings help broaden children's experiences. Children are encouraged to choose what they would like to do each day so they do things that interest them. Consequently, most children, particularly those that have been before are happy and enjoy their time in the club. This is not always the case in regard to children who are new to the club. Staff do not take enough care to make sure such children are given appropriate individual support. For example, children do not know who to go to for help when unsure of what to do. This affects their enjoyment of activities.

Staff are aware of the different areas of learning and make brief comments about children linking to these so that all areas are covered. There is a range of different sports, and an arts and craft activity in the mornings and afternoons that allow those children not going on outings to be suitably occupied. Children enjoy the art and craft activities, in particular, for instance when designing their own puppets from a good range of different materials. Children cooperate with each other as they talk about their designs and share the resources. Staff show an interest in what the children are saying and doing at this activity, and provide support when needed. They praise children's achievements building their confidence to experiment with the different materials.

Children's physical development is generally well supported because they have opportunities to play a variety of sports and active team games. Children thoroughly enjoy playing ring games where they chase each other to get round the outside of the circle first. Staff actively join them and children try harder to make sure they are faster than the member of staff. This involvement adds to children's enjoyment. There are occasions, however, when older children's behaviour affects the early years children's enjoyment of activities and this goes unnoticed by staff. Sometimes children do not get the support they need to join in with physical activities because staff attention is directed to the older children. At times, some of the older children outside the early years age range are domineering, which means that younger ones cannot always participate in the activities as they wish. This affects their enjoyment of the club.

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

Children's safety is compromised because not all staff are vigilant in keeping children safe. For example, children are cared for by staff that do not hold a valid Disclosure and Barring Service check, and other staff do not make sure that such staff are never left alone with children. Staff do not supervise visitors to the club while they use cameras. There is not always a suitably qualified first aider present on the premises. These failures to meet the safeguarding and welfare requirements place children's safety at significant risk.

Children have opportunities to learn about keeping themselves safe, such as while playing games, sports and during arts and crafts activities. For example, some staff encourage children to stop playing football whilst other children are crossing the pitch. At other times staff remind children not to walk around carrying scissors. These actions enable children to gain some awareness about safety.

The provider is aware that each child must be allocated a special person to take care of them, meet their needs, help them settle into the club and develop a relationship with them. However, because whoever is leading each activity is designated as the child's key person, and this special person changes throughout the day, there is no consistency. Children have several people acting as their key person during a session, including the children new to the club. This means the key person's role does not work effectively.

New children are not helped to settle in and become familiar with the premises. For example, they do not know how to work taps in the toilet area, so stand with soapy hands without knowing what to do and no one on hand to tell them. Further, this weakness means it is difficult for children to build secure relationships and attachments with one person who is special to them. New children often do not know who to go to for help or reassurance. Sometimes staff are too busy with older children to take younger ones to the toilet when they need to go. This lack of personal attention does not support children's emotional security and affects their enjoyment of the club activities.

Most children know the boundaries and expectations set by staff. Staff discuss these during group times and children used to the club are confident in calling out the various rules, such as being kind to others. However, on occasions older children not in the early years age range dictate to the younger children what they can do and such actions, as well as inappropriate remarks, go unchallenged by staff. These weaknesses do not promote the early years children's understanding of how to behave to help their personal, social and emotional development.

Children generally follow appropriate hygiene procedures. Staff encourage them to be independent and wash their hands at appropriate times. Staff plan lots of physical activities that allow children opportunities to gain new skills, such as learning basketball. These sporting activities improve children's fitness levels. In the mornings, children take part in a dance routine to energise them before the day starts.

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

The provider does not ensure the staff meet the requirements of the Early Years Foundation Stage with particular regard to the safeguarding and welfare requirements. There are significant weaknesses that put children's health and safety at risk. For example, although some staff hold appropriate first-aid qualifications there are times when there is no staff member on the club premises who has current paediatric first-aid training. There are suitable recruitment and vetting procedures in place but; management is not implementing these procedures effectively to promote children's safety. For example,

some staff do not have a current Disclosure and Barring Service check and at times work on their own with children. Management does not make sure that visitors on the site are supervised when on club premises. Such visitors take photographs when around the children. Staff have meetings prior to the club's opening each holiday where they talk about health and safety, and their roles and responsibilities during its operation but; not all attend. Staff are able to identify possible signs and symptoms that would cause them concern for a child's welfare, and they know the appropriate procedures to follow. However, because the induction procedures are not robust some staff new to the club are unclear about the procedures to follow in the event of a concern with regard to a child's welfare. All these failings place children at significant risk of harm and mean the requirements of the Childcare Register are not met.

The provider has some appropriate systems to help evaluate the club's provision. For example, children complete an evaluation form at the end of each holiday's session identifying what they enjoyed, anything they felt was not so good and what they would like to do during the next holiday. Parents are invited to complete regular questionnaires and to talk to staff about the club's provision. However, the evaluation systems management use are not effective overall. For example, the provider does not monitor the staff team's performance in regard to the implementation of the club's policies and procedures, such as ensuring there are staff with appropriate first-aid qualifications available if needed or that staff whose suitability has not been confirmed are not left alone with young children. This means that monitoring procedures do not work and evaluation has not picked up these significant weaknesses.

Staff build appropriate relationships with parents. Parents receive information about the club and what activities their children do and can participate in. Parents spoken to report that their children enjoy coming to the club and have fun there during their holidays. They report that staff are welcoming and communicate well. Staff have positive relationships with the staff at the school where the club is located. They provide additional one-to-one support for children who have particular needs and require such help.

### 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 at least one member of staff has an appropriate first-aid qualification (compulsory part of the Childcare Register)
- ensure all staff have an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)

- ensure children's behaviour is managed in a suitable manner and does not adversely affect the care of the younger children (compulsory part of the Childcare Register)
- ensure at least one member of staff has an appropriate first-aid qualification (voluntary part of the Childcare Register)
- ensure all staff have an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)
- ensure children's behaviour is managed in a suitable manner and does not adversely affect the care of the younger children (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

<b>Unique reference number</b>	EY260692
<b>Local authority</b>	Southwark
<b>Inspection number</b>	758675
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	32
<b>Name of provider</b>	The Playshelter Ltd.
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0207 7033125

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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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