

# School's Out

Welford Primary School, Welford Road, BIRMINGHAM, B20 2BL

<b>Inspection date</b>	15/10/2014
Previous inspection date	04/03/2014

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

- The provider has not made effective progress in improving the provision to ensure best possible outcomes for children. Recruitment procedures are not robust enough to ensure that all persons working with children are suitable to do so.
- Children's good health is not promoted because they are not provided with meals that include fruit and vegetables on a daily basis. This contributes to a balanced diet and to provide opportunities to learn about a healthy lifestyle.
- Staff have not developed an effective key-person approach. They have not established strong relationships with parents, children and other settings. This hinders staff from identifying and meeting children's individual learning needs.
- Children have limited opportunities to develop good communication and language skills because the volume of noise during the session is continually high.

### It has the following strengths

- Children make friends with children from different year groups and schools, helping them to develop their social skills and confidence.

## 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 areas used by children and when children were collected from school.
- The inspector spoke to staff and children throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety and discussed the club's self-evaluation process.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Julia Galloway

## Full report

### Information about the setting

School's Out registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from Welford Primary School in the Handsworth area of Birmingham. The club serves children who attend local schools and nurseries. Children are cared for in a community room within the host-school grounds. Children have access to an enclosed outdoor play area. The club opens five days a week. Sessions are from 7.30am to 9am and from 3.30pm to 6pm. Children attend for a variety of sessions. There are currently 35 children on roll, seven of whom are in the early years age group. The club supports children with special educational needs and/or disabilities. There are five members of staff working directly with the children. Of these, one has a qualification at level 4, and three at level 3. The club receives support from the local authority.

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

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

- ensure that thorough recruitment procedures are in place to establish staff's suitability to work with children
- implement an effective key-person approach to build strong relationships with children and their parents, and to tailor each child's care to meet their individual needs
- ensure that partnerships with parents and other settings involved in the care of children provides a two-way flow of information, to complement and maximise children's learning potential
- ensure that meals are nutritious and balanced, for example by including fruit and vegetables on a daily basis, so that the children's good healthy is promoted
- create a suitable learning environment by reducing noise levels to enable adult and children to communicate easily.

### Inspection judgements

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

Children are happy and enjoy their time at the club. Staff provide a sound range of activities and experiences for children to take part in. The available resources and

materials mean that most children quickly find something that they like to do during the session. For example, one group of children chose construction toys while others enjoyed a craft activity making pom-poms with wool. Some staff sit with children while they are playing and provide help and support as required. However, throughout the session the volume of noise remains high. This is because both children and adults communicate by shouting to each other. Consequently, children's communication skills are not supported. For example, when a group of children come inside after collecting some leaves, a member of staff comments, 'What can we do with these?' One child replies, 'Shall we put them into sets of different types?' However, the member of staff does not acknowledge what the child has said because she is not able to hear them. As a result, opportunities to support ongoing learning and for children to grow in confidence are missed.

Staff support children's independence by encouraging them to become involved in activities and children can make choices about what they would like to do. They tidy away what they have been doing when asked to do so. Children then sit together in small groups to have a snack or small meal. Staff gather some information about children's individual needs by asking parents to complete registration documents and by talking to them before children start. This means that staff are beginning to find out about children's interests and capabilities. However, the key-person system has not been fully embedded to ensure that children get the help and support that they need. Although the club provides wrap-around care for children who attend nurseries and schools, the staff are not always clear which children are in the early years age range. Consequently, they have not gathered information about children's ongoing learning and development. This is because the key-person system does not ensure that staff always promote a two-way flow of information with the other settings and with parents, to maximise opportunities to share information about children's learning.

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

Children enjoy their time at the club because they are familiar with the routine. However, recruitment procedures are not robust, which means children's welfare is not assured. Older and younger children develop friendships as they play and eat together during the session. Relationships between staff and children are positive and some staff sit with children while they play. This means that staff quickly resolve any conflicts or disputes between children if they occur. However, staff do not always provide appropriate role models to children because they do little to address the high volume of noise within the club. Furthermore, when children are asked to complete a minute's silence, some staff continue to talk to each other. In addition, rather than praise children for being quiet, staff comment, 'You will never do it' when timing the children. This does not provide appropriate support for children or recognise their good behaviour, and therefore, children's emotional well-being is not always promoted.

Parents are provided with information about what children eat at the club. This includes a snack on arrival and a small meal later in the session. All children eat well during this time, but their good health is not always ensured, because a balanced diet is not always provided. While menus state meals include fruit, this is not always provided. Likewise, menus do not include a variety of healthy options, such as vegetables, to contribute to a

healthy, balanced diet. This does not teach children about the importance of healthy eating by making it part of their daily routine. However, children have opportunities to be active and take part in activities that challenge them physically by using a variety of equipment in the outdoor area. The club records any accidents, and parents are asked to sign to say that they have been informed. Staff have completed the required training in first aid and food hygiene, which helps to ensure children's safety.

The club provides flexible wrap-around care for the children who attend. Staff collect from and take children to different local schools and nursery. Children are able to attend other after school activities prior to coming to the club because staff communicate with parents and the schools about this. Staff are deployed to enable additional later pick-ups, which means that children's individual interests are supported. Registers accurately record children's times of arrival and departure, so that the number of children onsite is clear. However, because staff are not always clear who the early years children are, their individual care needs are somewhat overlooked. This is because the key persons do not tailor every child's care to meet their individual needs when they start. However, parents report that staff share information and work in partnership with schools to support children who have special educational needs and/or disabilities. This means that children benefit from a consistent approach, so that they are fully included in all activities at the club.

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

The provider has not made effective progress in improving the provision to ensure the best possible outcomes for children. Although the provider and management has addressed some actions and recommendations that were identified at the previous inspection and monitoring visits, they do not fully understand their responsibilities. Recruitment procedures are not robust enough to ensure that all persons working with children are suitable to do so. The provider has not obtained a detailed employment history or taken up suitable references for all new staff. Furthermore, records of staff identity checks and vetting procedures are not available for inspection. This is a breach of a legal requirement. In addition, although staff maintain registers of children and staff's attendance at each session, they are not always sure which children are in the early years age range. The provider and staff do not fully understand the requirements of the Early Years Foundation Stage. Consequently, early years children are not getting the help and support that they need.

The provider has recently reviewed a number of policies and procedures as part of ongoing self-evaluation. All areas used by children are safe and suitable because staff conduct risk assessments that identify any hazards and ensure the environment is checked on a regular basis. Safeguarding responsibilities are understood by all staff, who clearly understand how to deal with concerns that relate to child protection. Information to support safeguarding practice is detailed and informative, and means that staff have all the required information to hand to support their practice. The designated person with responsibility for safeguarding has attended training to support her in this role. A system for the performance management of staff has begun to be implemented. Staff have

individual supervision sessions, when they discuss any training needs, specific targets and their roles and responsibilities. The club also holds staff meetings on a regular basis when staff discuss areas for improvement or upcoming events. Partnerships with parents are developing and parents spoken to on the day of inspection speak positively about the club. Parent's and children's views are sought through questionnaires to strengthen the self-evaluation process. These show that the provision is valued by those who use it.

### 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

**Met**

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

- ensure that any food and/or drink provided is properly prepared, wholesome and nutritious (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

<b>Unique reference number</b>	EY468474
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	980896
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Dorothy Dixon
<b>Date of previous inspection</b>	04/03/2014
<b>Telephone number</b>	07788831874

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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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