

# Southam Primary School Out Of School Care Scheme

St. James Road, Southam, Warwickshire, CV47 0QB

<b>Inspection date</b>	04/11/2014
Previous inspection date	04/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
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

- Staff do not fully understand the safeguarding policies and procedures of the out of school club. Therefore, they are unable to respond in an appropriate way to any child protection concerns, putting children at risk of harm.
- The provider has not implemented effective systems for recruitment of all staff. Consequently, the suitability of all of the people working with the children cannot be established.
- The management team do not always ensure that their record keeping is up to date, particularly with regard to recording Disclose and Barring Service checks for all staff.
- Children sometimes have limited opportunities to independently choose the activities and resources they want to use during the session because not all resources are easily accessible to them.

### It has the following strengths

- Children are happy and settle quickly when picked up from school because staff are welcoming, friendly and provide fun and exciting activities for them to engage in.
- Staff have developed good relationships with the school, parents and carers. Therefore, children benefit from continuity in their care, which means their needs are well met.

## 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 toured the premises and observed activities indoors and outside.
- The inspector had discussions with the provider and manager of the provision, and spoke to staff throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of the staff and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Josephine Heath

## Full report

### Information about the setting

Southam Primary School Out of School Care Scheme is a before and after school club, and holiday play scheme which operates for 48 weeks of the year. It is a well-established group based in Southam Primary School. The group have use of the main school hall and one adjacent toilet block and cloakroom. The school playground is available for use daily and there is an outdoor classroom, with a shelter, for use in poorer weather. The club runs from 7.30am to 8.45am and 3pm to 6pm during term time, and from 8.30am to 5.30pm during the holidays. It is closed for the last two weeks of the summer holidays, one week at Easter and for two weeks at Christmas. There are currently 70 children on roll, of whom 25 are in the early years age range. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Most children who attend are from Southam Primary School, but during the holidays they are joined by children from the wider community. A total of seven staff work with the children over the various sessions. Of these, five hold relevant early years qualifications ranging from level 2 to level 4.

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

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

- ensure that all staff are trained to fully understand the safeguarding policies and procedures of the out of school club to be able to respond in an appropriate way to any child protection concerns
- implement effective systems for recruitment and vetting of all staff to ensure that people working with the children are suitable
- ensure that the documents to record information about staff's Disclosure and Barring Service disclosure reference numbers, the date the disclosures were obtained and the details of who obtained them are kept up to date.

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

- provide further opportunities for children to independently choose activities during the session by, for example, giving them visual prompts about the resources available and making them more easily accessible.

## Inspection judgements

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

Staff provide an exciting and fun range of activities that complement children's learning in school. They plan interesting activities which reflect children's individual interests and needs effectively because they speak to the school teachers regularly. The manager and staff are well known in the school and are therefore, well placed to discuss children's interests, individual next steps in learning and to share any other relevant information. The staff then use this information well to extend and enhance children's individual learning during their time at the club. For example, staff work on early writing skills and support children to write out their full names and promote social skills in play to support children to interact and negotiate with each other. Staff also find out about the current topics being covered in school for all age groups. They equally use this information effectively to plan daily activities that compliment and reinforce what children are already learning. Staff implement the key-person system well and keep useful records of children's achievements by taking photographs and highlighting activities they take part in. Staff also make observations of children as they play. This allows staff to expertly guide children's learning and play interactions. Staff encourage parents to visit the club before their children begin, to complete information sheets about their children's preferences and home experiences. Staff maintain positive relationships with parents by regularly sharing information about children's achievements and the events of the day.

Staff provide children with a good mix of child-initiated and adult-supported play activities both indoors and outside. For example, children invent their own games, such as role-playing homes and shops, involving dressing up. They successfully negotiate the roles and extend play ideas together as a group. Staff provide carefully considered nearby support to ensure that all children are included in the play and to further promote social interactions when needed. Equally, staff encourage new games, such as board games. They use opportunities to encourage children to think and reinforce their counting skills. Staff ensure children have access to the outdoor play areas to experience greater challenge as they explore and use physical equipment, such as climbing equipment, footballs and hoops. Staff become involved in the play to help children observe the rules of these activities and ensure they negotiate the space safely. Popular activities, such as painting and construction with a variety of materials, help children to use their imagination. Staff effectively promote children's independence during the session by encouraging them to make choices and decisions, particularly involving self-help skills. However, they do not consistently provide such good opportunities. For instance, children do not always choose the activities and resources they want to use during the session because not all resources are easily accessible to them. Consequently, children are not always able to develop independence in shaping their own play and learning at all times.

Staff are friendly and interact well with children. They recognise when it is appropriate to offer individual support or attention. They make time to sit and play, successfully extending children's enjoyment and understanding. Children thoroughly enjoy arts and crafts. They show their creativity and resourcefulness as they experiment with colours and textures. Staff talk to children constantly, asking them questions about what they are

doing and offering encouragement for them to explore their own ideas. Children show good speaking and listening skills and, when necessary, are able to follow instructions well. Throughout the club children are engaged, busy and make good use of their learning environment.

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

Children are happy and settle quickly in the out of school club. A key-person system supports children to form strong bonds and attachments to staff as they clearly seek familiar staff to play and interact with. This allows them to feel safe and secure in the out of school club. However, because some staff's knowledge of safeguarding procedures is weak and recruitment procedures are not fully robust, these feelings of security are somewhat misplaced.

Children learn about the importance of adopting healthy lifestyles as staff remind them of good hygiene practices, such as hand washing before eating food. Staff ensure that children get plenty of fresh air and exercise throughout the session and try to allow unlimited access outside. Staff have high expectations for children's behaviour and give gentle guidance to help children to learn to manage their behaviour for themselves. For example, they remind children about the boundaries set, such as sharing resources, good manners and adhering to the routines. They give clear and simple explanations of these rules to the children. As a result, children behave well. The staff successfully engage with parents when children start to ensure that relevant information is shared about children's care needs, family and home routines. All parents are welcomed into the out of school club and staff make use of settling-in sessions to get to know them and endeavour to get to know all the families very well over time. Staff support parents to fill in registration documents, which ensures they have all the necessary information to meet children's individual care needs. This helps staff to put in place appropriate arrangements to help children settle in.

The out of school club is placed at the heart of the school in the main hall. It provides a spacious, warm and stimulating environment. Staff make use of all available spaces and corners to provide varied activities, displays of children's work and information for parents. All children display good levels of self-esteem and are motivated to explore and engage in various activities. Resources are well matched to children's ages and actively inspire their learning and enjoyment. The out of school club complements and reinforces skills needed for school. For example, staff use opportunities to build on social and listening skills. Children are consistently encouraged to take care of themselves and manage their own self-care. For example, staff use meal times as an opportunity to promote independence as children find their place at the table, help prepare their own food and help clear away. Children learn to keep themselves safe as, for example, staff give them opportunities to use knives, scissors and use large climbing equipment both at the school and local park.

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

Children are not suitably safeguarded at this out of school club because the provider has failed to train all staff to understand how to follow correct safeguarding procedures, when they have a concern involving a child or a member of staff. Fundamentally, this lack of training means that children are at risk of harm. Furthermore, the provider has also failed to implement robust recruitment procedures for all staff. The provider does ensure some relevant checks are in place before new members of staff start at the out of school club and has recently sent the manager on safer recruitment training in order to strengthen this practice. However, the vetting processes, which includes obtaining references and recording Disclosure and Barring Service checks, are not always consistent. Consequently, staff's suitability to work with children cannot be established. This is a breach of requirements of the Early Years Register and the Childcare Register. The provider and management team does support new members of staff to go through an induction process, in order to explain some policies and procedures followed at the out of school club. Safeguarding information is displayed for staff and parents and there is a written policy in place. However, not all staff understand the content of the policy or how to implement this, which fails to protect children in the event of a child protection concern. The manager understands her role as the designated person for safeguarding and some staff do demonstrate they have an adequate knowledge of what to do if they have any concerns.

The management continue to monitor the educational programmes well. The effective monitoring is consistently being improved by staffs' ongoing reflection and evaluation of activities. Management use this to adapt and review the effectiveness of activities that staff plan. This is intended to enable managers to identify even further where children's learning can be maintained and improved. Five members of staff are qualified with relevant early years qualifications at level 2 to level 4, which has a positive impact on meeting the children's needs. The manager conducts regular observations of staff practice. These provide opportunities for feedback, regarding the effectiveness of staff practice and the activities carried out. The provider has conducted supervisions for the manager and the manager regularly conducts supervisions for the rest of the staff. Staff are given some training opportunities to improve their qualifications and skills. However, the current system for supervision has had limited impact on staff's ability to promote the safety and welfare of children.

There are some strategies in place to evaluate the quality of the provision. Staff are encouraged to reflect on their practice and share their ideas. Parents' and children's views are also taken into account. This includes making use of an annual questionnaire and verbal feedback, which highlights parents' and children's opinions. This means the management is able to identify some areas for improvement. However, arrangements for self-evaluation are not fully robust, as the provider has failed to recognise where there are breaches in requirements regarding safeguarding. Staff develop partnerships with parents and external agencies. Parents say that they feel the out of school club is very accommodating, flexible and that their children enjoy attending. The staff regularly share information with parents. The out of school club also has well-established partnerships with the local nurseries, schools and other professionals, such as the schools special educational needs coordinator. These partnerships ensure that children attending feel confident and that children with specific needs receive the support they need.

## 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 all staff are trained on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register)
- ensure that effective systems are in place to check the suitability of anyone caring for or who is in regular contact with the children, which must include obtaining an enhanced Disclose and Barring Service check (compulsory part of the Childcare Register)
- ensure that effective systems are in place to check the suitability of anyone caring for or who is in regular contact with the children, which must include obtaining an enhanced Disclose and Barring Service check (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>	200759
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	864037
<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>	55
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Southam Primary Before and After School Care Scheme Committee
<b>Date of previous inspection</b>	04/11/2009
<b>Telephone number</b>	01926812520

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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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