

Our Lady of Assumption Out of School Club

O L A Club House, Tile Hill Lane, COVENTRY, CV4 9TA

Inspection date	05/11/2014
Previous inspection date	22/02/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 safety and well-being of the children in the early years age group is compromised because methods for managing older children's challenging behaviour are ineffective.
- Risk assessments are not rigorous enough to keep children safe. This is with regard to the hot kettle and the kitchenette being accessible to children.
- Staff do not understand their roles and responsibilities for safeguarding because they do not receive relevant training; records regarding the suitability of all staff are not readily available for inspection.
- Children's emotional well-being and learning are compromised. They are not assigned a key person who can have an overview of their individual needs. Erratic staffing arrangements result in staff who do not know children well enough to confidently meet their individual needs.
- Cover staff do not receive sufficient induction training to help them understand their roles and responsibilities regarding health and safety issues in this setting.

It has the following strengths

- Children benefit from regular fresh air and exercise during outdoor play, which effectively promotes their physical development.

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 out-of-school club room.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection
- The inspector checked evidence of suitability of all members of the staff team, their qualifications and the provider's self-evaluation and improvement plan.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.

Inspector
Hazel White

Full report

Information about the setting

Our Lady of Assumption Out of School Club was registered in 2011 on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. The setting is owned and operated by Tommies Childcare Ltd. It is located in a social club building next to Our Lady of Assumption School, in the Tile Hill area of Coventry. Children attend for a variety of sessions and use the main room for their play. There is an enclosed outdoor play area. The club is open during term times, Monday to Thursday from 8am to 9am and from 3pm to 6pm, and from 8am until 9am and from 3pm until 5pm on a Friday. There are currently 17 children on roll, two of whom are in the early years age group. The club employs two members of childcare staff, both of whom hold early years qualifications at level 3.

What the setting needs to do to improve further

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

- ensure that risk assessments identify how all hazards are minimised to promote children's safety, with specific regard to children's access to the kitchenette and the hot kettle, and ensure these actions are implemented
- ensure the safety and emotional well-being of children in the early years age group by devising and implementing effective methods for managing older children's challenging behaviour
- ensure that all staff are trained to understand the safeguarding policies and procedures in order to respond appropriately to any concerns about a child's welfare in a timely manner
- appoint a practitioner to take lead responsibility for safeguarding children, who is trained to provide support, advice and guidance to any other staff on an ongoing basis
- ensure that each child is assigned a key person to ensure that every child's care is tailored to meet their individual needs
- ensure that all staff receive induction training to help them understand their roles and responsibilities, which must include specific information about emergency evacuation procedures, safeguarding, and health and safety issues in this setting.

Inspection judgements

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

Staff do not have a secure overview of children's individual needs and are unable to effectively support them when they are in the club. This is because the provider frequently uses staff to cover in different settings she operates. This means that staff are not familiar with school staff in order to exchange information about children's needs effectively so that learning and care needs can be complemented. Lack of effective induction means that staff do not know children or have a clear understanding of each child's level of achievement and interests. Although staff regularly discuss with children what they would like to do, they are not able to plan activities that engage all children and motivate them to extend their interests and have fun. Through discussions at the end of the session, parents are kept suitably informed of the activities their children participate in.

The room is suitably organised. Staff make a quiet area for children to relax and develop an interest in books. They provide art and craft materials, so that children can be creative. Children are proud of their drawings and put them to one side to take home for their parents to see. They label their artwork and sound the letters of their name as they write it. As a result, children are developing their early literacy skills. Children move freely between the activities that are on offer and they are able to self-select from resources and materials that are stored at a low level. Most children play cooperatively as they enjoy the company of their friends and staff. However, staff do not set clear boundaries for older children's behaviour to support them to behave well. This means that some older children become boisterous and disrupt younger children's play and concentration. This significantly impacts on their safety and enjoyment. For example, during the inspection, an older child snatched and hid toys, preventing young children from enjoying and continuing with their games. A plastic flying disc was thrown across the room, narrowly missing hitting children on the head. Staff did not challenge this behaviour effectively in order to maintain children's safety.

Staff encourage children's problem-solving skills, as they play mathematical games with them. For example, children count how many coloured plastic discs they are connecting in each row on the frame and add them together to find the total. They learn which is the tallest row and how many more discs they would need to make each row level. This activity helps younger children to develop a sound understanding of number and quantity. Children enjoy outdoor play and regular use the school grounds. They play parachute and ball games, and climb on frames eagerly. This means that they get plenty of fresh air and exercise which effectively promotes their physical development.

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

Children's well-being, health and safety are compromised. Staff do not ensure that all hazards are removed or minimised with regard to children's access to the kitchenette. Younger children are not receiving positive messages about how to behave because staff do not effectively manage the challenging behaviour of some older children. Children are

encouraged to write their golden club rules; however, they are not adhered to, and staff do not give children clear guidelines and boundaries that keep them safe. Some children do not understand how their behaviour affects other children's feelings. For instance, older children tell younger children to shut up when they talk and try to kick their chairs from under them. Staff do not know how to effectively address poor behaviour, and consequently, this has a negative impact on younger children's emotional well-being.

Staff are attentive, helping children to gain confidence to develop some aspects of their independence. However, children in the early years age range are not consistently able to make secure emotional attachments with specific key persons to support their settling-in, because there is not a stable staff team. Children's health is suitably promoted. Staff know where to find information about any medical conditions and specific details, such as dietary needs. Children know the importance of adopting healthy practices, for instance, washing their hands before preparing food. Children's health is suitably promoted. Staff know where to find information about any medical conditions and specific details, such as dietary needs. Children develop a suitable understanding about the importance of healthy eating to maintain their good health. Children have access to drinking water throughout the session. Most children see snack time as a social occasion where they can chat about their day. However, some children are very impatient, demanding that they have their food first and this spoils the conversations that others are engaged in.

Children are encouraged to tidy up so they do not trip over toys, and they know that they need to sit down when using scissors to prevent accidents. The majority of children listen to staff when they give them instructions to ensure their safety. Most children wait for staff to complete a head count when they are collected from the classrooms in school before entering the club room. However, some older children run on ahead and hide, ignoring requests from staff to wait. This means that younger children are not being set a good example to develop an understanding of their own personal safety.

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

The provider does not meet all of the legal requirements of the Early Years Foundation Stage. As a result, children's learning, development and welfare are compromised. The present erratic staffing arrangements mean that staff currently working in the club are unclear of their roles and responsibilities. The contingency arrangements for covering the absence of the manager and the deputy are ineffective. This results in no one taking the lead for managing the day-to-day running of the out-of-school club. The provider has not ensured that new staff have had a thorough induction to this setting or that they have a good knowledge of safeguarding procedures. However, staff have a secure awareness of the signs and symptoms of possible abuse, but their understanding of the safeguarding procedures, and how to implement them if and when necessary, is extremely weak. They do not know who to report concerns to as there is no designated member of staff taking the lead responsibility for safeguarding. They are also unable to find the relevant contact numbers for the professional agencies, should there be any child protection concerns. As a result, children's welfare is not assured.

Staff carry out a visual safety check of all areas used by children prior to them arriving. However, the checks are not effective in identifying and minimising hazards. On the day of the inspection, children were seen hiding in the kitchenette, crouching near to a kettle full of hot water. Although staff immediately moved the kettle to a higher level, when it was brought to their attention, this demonstrates the lack of rigour in the risk assessments. Due to staff shortages, staff from other settings operated by the provider are frequently used to cover. Therefore, at times, nursery staff are used to operate the out-of-school provision, resulting in the inconsistent practice. While they hold relevant early years qualifications, they are not skilled in managing the behaviour of older children. This is having a negative impact on meeting each child's needs and on their emotional well-being.

The out-of-school club currently lacks strong leadership and the staff team are not given clear guidance or mentoring. This is because there is an ineffective system in place for regularly monitoring and evaluating practice. Consequently, strengths and areas for improvement are generic and not clearly linked to this specific out-of-school club. Staff from both the club and the school share some basic information about children. For example, they notify each other of absences and discuss which children are attending other out-of-school activities. Parents speak highly of staff, commenting on their friendliness and say that their children enjoy the activities available to them. Staff exchange information about the activities their children take part in and inform parents of what children have had to eat at snack time.

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 there is a designated lead person who has particular responsibility for ensuring the welfare and safety of the children (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)
- implement effective behaviour management strategies to ensure that children's behaviour is managed in a suitable manner and they have consistent boundaries (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)

- implement effective behaviour management strategies to ensure that children's behaviour is managed in a suitable manner and they have consistent boundaries (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	EY434600
Local authority	Coventry
Inspection number	874623
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	17
Name of provider	Tommies Childcare Ltd
Date of previous inspection	22/02/2012
Telephone number	02476366944

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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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