

# KIDZ R US

Sandbach Community Primary School, Crewe Road, Sandbach, Cheshire, CW11 4NS

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 17/11/2014 |
| Previous inspection date | 18/07/2011 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 4 |
|  | Previous inspection:    | 3 |
| How well the early years provision meets the needs of the range of children who attend |                         | 3 |
| 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 and staff lack understanding regarding the procedure to follow if an allegation is made against a member of staff and how to report child protection concerns. In addition, the child protection policy does not fully reflect the Local Safeguarding Children Board procedures and does not cover the use of mobile phones and cameras in the club. Consequently, children are not safeguarded.
- The provider does not ensure that the legal requirements of the Early Years Foundation Stage are fully met. This is in relation to recording children's attendance, obtaining the relevant information about children and providing the correct details in the event that parents wish to contact Ofsted. As a result, children's well-being is not adequately promoted.
- The provider does not provide induction training or appropriate supervision and mentoring for staff. As a result, staff do not fully understand their roles and responsibilities with regard to safeguarding children. This puts children at risk.
- Staff do not always effectively promote children's independence and good health during snack and routines.

### It has the following strengths

- Children enjoy their time at the club and play well together with their peers.
- Staff build effective relationships with school staff to ensure that children's needs are met appropriately.

## 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 conducted a joint observation with the manager and observed activities in the main hall.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector held meetings with the manager of the club and had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at a selection of policies and procedures which included safeguarding and complaints, the club's self-evaluation and a range of other documentation.

## Inspector

Val Thomas

## **Full report**

### **Information about the setting**

KIDZ R US out of school club was registered in 2005 and moved to its present premises in 2010. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Sandbach Community Primary School in Cheshire, and is privately owned. The club is accessible to all children aged from three to 17 years old and serves the immediate locality and the surrounding areas. It operates from the hall and nurture room within the school and there is access to the school playground and field. The club opens five days a week from 8am until 9am and from 3.15pm until 6pm during term time. Children attend for a variety of sessions. There are currently 21 children on roll, two of whom are in the early years age group. The club employs five members of childcare staff. Of these, two hold appropriate early years qualifications, one at level 3 and one at level 2.

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

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

- keep a daily record of children's hours of attendance, this relates specifically to recording children's departure times at the end of the day
- make sure that a record is kept of every child's full name, date of birth, name and address of every parent and/or carer who is known to the provider, which parent and/or carer the child normally lives with and emergency contact details for parents and/or carers
- ensure all staff develop a thorough understanding of the procedures to follow in the event of an allegation being made against a member of staff and who to report any child protection concerns to, in line with the Local Safeguarding Children Board guidance and procedures
- ensure that the child protection policy reflects the Local Safeguarding Children Board guidance and procedures with regard to reporting any concerns and the allegation procedure, and ensure the policy covers the use of mobile phones and cameras in the club
- implement effective systems for the induction training of new staff to ensure they are clear on their roles and responsibilities
- provide supervision sessions and mentoring for staff in order to address their training and professional development needs, and to review safeguarding and child protection practices within the club
- ensure up to date contact details for Ofsted are made available to parents and/or carers.

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

- ensure that effective hygiene routines are always promoted, for example, ensuring that children always wash their hands before they eat their snacks
- extend the opportunities for children to develop their independence skills, for instance, by preparing their own snack on a more regular basis.

## Inspection judgements

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

Children are able to make choices about their play through the varied range of resources stored in cupboards. Staff set out a range of toys for when children arrive at the club and these are based on children's interests. For example, a range of cars and figures are set out and children show much concentration as they play imaginatively with these toys. They pretend with their friends that the figures are going to the castle in their cars. Children have positive relationships with their peers and engage well with them. They confidently talk to their friends, engage in conversations and happily share the equipment. They sit and colour their pictures together and compare what they have done. This promotes children's skills for future learning at school. Staff give lots of praise during activities which promotes children's self-esteem well. Staff listen appropriately to children, making sure they give time for them to express their own opinions. They respond in a positive manner towards children and are careful not to take over children's play. This helps to develop children's confidence.

Staff respond well to what children want to do at the club. They help children to set up a table tennis game and ensure all children are involved. For example, staff encourage those not taking part to keep a score of the game. Staff provide opportunities to develop children's understanding of change and how to measure quantities through a baking activity which complements their learning in school. Children weigh the ingredients as they make similar biscuits to those that people ate during the First World War. This builds on their understanding of mathematics and their knowledge and understanding of the world. There is good space outside for children to run around and a varied range of equipment to enable children to develop their climbing and balancing skills. They are able to join in games of badminton and ball games, and staff encourage children to join in circle games, such as 'hot potato'. This helps to promote children's physical skills.

Staff discuss children's progress with parents on a daily basis to ensure they are fully informed and can continue with any activities at home. In addition, staff encourage children to read their school books. Staff record in children's diaries what they have read, if parents and teachers request this. This ensures that children's individual needs are met to a suitable level. Children are becoming independent as they choose their own activities. They sometimes make their own pizzas for snack but staff do not encourage children's independence at snack time on a daily basis, in order to develop children's social skills to a higher level.

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

Children's well-being is compromised because staff lack understanding of the correct child protection procedures to follow in the event of a concern. The lack of accurate recording of children's attendance also puts children at risk. The provider ensures that children can visit the club with their parents before they start so that they settle quickly. Parents are asked to provide all relevant information with regard to their children and contact details

for themselves. However, the provider has not been vigilant in ensuring this is in place for all of the children attending. As a result, staff are unable to contact some parents and share children's information in the event of a medical emergency or safeguarding concern. This is a breach of the legal requirements of the Early Years Foundation Stage.

Staff promote children's understanding of safety within the club to a suitable level. They make sure that children know not to open the doors to any visitors and not to climb on the benches in the main hall. This enables children to play safely. Children behave and play well together. Staff encourage children to negotiate with each other for the toys they want to play with. For instance, children sit and share the felt tip pens together and take turns in the table tennis game. Staff encourage some independence with children, such as encouraging them to take responsibility when it is time to tidy the toys away. However, their independence is less well promoted at snack times.

Staff provide a welcoming environment for children. There are consistent key-persons available who also work within the school during the day. This enables children to form positive relationships with staff. As a result, children are happy and enjoy their time at the club. Staff encourage children to develop a positive attitude to healthy eating. Snacks are healthy and nutritious and children have good access to fresh drinking water. Staff talk to children about healthy foods and link with the school initiatives in relation to healthy eating. Children show much excitement as they show their stickers to staff and talk about the fruits they have eaten that day. Children regularly play outside in the large grounds and there is a good range of equipment to develop children's physical skills. On occasion, staff do not make sure children follow good hygiene routines as they do not always wash their hands before eating their snack. This compromises children's good health.

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

The provider has a poor understanding of their responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Some staff have attended safeguarding training and this ensures they are alert to the signs and symptoms that may give cause for concern. However, not all staff have a secure understanding of safeguarding procedures, in order to protect children. Furthermore, the child protection policy does not include the relevant contact details for the local child protection agency. Consequently, staff do not have the correct information to follow up on any concerns. The provider and staff have a weak understanding of the procedures to follow if an allegation is made against a member of staff. The policy does not reflect the Local Safeguarding Children Board guidance and procedures with regard to allegation procedures. This puts children at risk as staff are not aware of the correct action to take in order to efficiently protect children from harm. In addition, the policy does not cover the use of mobile phones and cameras in the club. Consequently, this does not ensure that both parents and children are aware of how these should be used before they start at the club. As a result, children are not fully protected. The provider does not ensure that children's attendance is recorded accurately when children leave the club at the end of the day. Consequently, children's safety is at risk as it is not always clear who is present at any one time in the event of a safeguarding concern. This is a further breach of the requirements of the Early

Years Foundation Stage and also of the Childcare Register. There are adequate recruitment procedures undertaken and appropriate suitability checks are in place for all staff. This helps to verify that children are cared for by suitable people. There is a sufficient level of staff who hold a current paediatric first-aid certificate. This ensures that staff are able to deal with any medical emergencies as they arise.

The provider has evaluated what the club offers but this has not been thorough enough to identify the weaknesses highlighted at this inspection. Since the last inspection, risk assessments are now in place for all areas and staff obtain information with regard to who has parental responsibility for each child. This helps to promote children's welfare. There is a suitable level of qualified staff present at each session in order to meet children's needs. However, the provider does not have a clear induction procedure in place or provide supervision sessions for staff. As a result, training needs are not promptly identified and there is an insufficient focus on staff's understanding of how to safeguard children. As a result, staff knowledge of safeguarding procedures is not reviewed, which results in weaknesses in their understanding of the procedures to follow. This is a breach of the requirements of the Early Years Foundation Stage and the Childcare Register as staff are not sufficiently trained in safeguarding procedures. Staff make some use of training attended. For example, they implement learning in relation to healthy foods and nutrition to encourage children to develop positive attitudes to healthy eating.

Staff form effective relationships with parents and recognise the importance of sharing information on a daily basis. This ensures they meet children's individual needs. Parents have access to the club's policies so that they are informed of how their children are cared for. However, the contact details for Ofsted that are provided to parents are not correct. This fails to ensure that parents can contact Ofsted if they have concerns about the club. Discussions with parents on the day of the inspection show that they are really happy with the club. They report that their children are always keen to attend and that staff always share what their children have been doing. Staff have good relationships with the class teachers and regularly discuss how they can support the children. As the majority of the staff from the club work within the school during the day, they know the children very well. As a result, children are very settled.

### 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:

- 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)
- train all staff on the written statement of procedures to be followed to safeguard

children from abuse or neglect (compulsory part of the Childcare Register)

- make Ofsted's address available to parents (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 (voluntary part of the Childcare Register)
- make Ofsted's address available to parents (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>     | EY412375                 |
| <b>Local authority</b>             | Cheshire East            |
| <b>Inspection number</b>           | 875482                   |
| <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>      | 32                       |
| <b>Number of children on roll</b>  | 21                       |
| <b>Name of provider</b>            | Shelley Marion Barnes    |
| <b>Date of previous inspection</b> | 18/07/2011               |
| <b>Telephone number</b>            | 01270685222              |

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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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