

# Kneesall Out Of School Club

Kneesall Primary School, School Lane, Kneesall, Nottinghamshire, NG22 0AB

<b>Inspection date</b>	06/11/2014
Previous inspection date	22/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff's good knowledge of safeguarding practices and child protection ensure children are safe and secure in the club.
- Established relationships and attachments are warm and secure between staff and children. Furthermore, staff works sensitively with parents to ensure that children's ongoing and changing needs are met.
- Children are happy, settled and behave well. They are familiar with what is expected of them and confidently explore and enjoy their time playing with the toys and activities.

### It is not yet good because

- The staff have allowed their first-aid training to lapse and do not hold a current certificate, which does not ensure they can act appropriately if a child has an accident.
- Children's well-being is not fully supported because staff involved in preparing and handling food have not received training in food hygiene.

## 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 spoke to the manager, staff, children and parents during the inspection.
- The inspector looked at the club's policies and procedures, including safeguarding, evidence of staff suitability and qualifications and children's records.
- The inspector observed the interaction between the staff and children as they played in the main hall.
- The inspector conducted a tour of the premises and viewed the equipment and resources available to the children.

## Inspector

Jane Rushby

## Full report

### Information about the setting

Kneesall out of school club opened in 1997. It operates from the main school hall, adjoining classroom and foundation stage classroom in Kneesall Primary School. The group has access to toilets and an outdoor play area. Children attend from Kneesall School and other schools in the surrounding areas. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club provides 24 places and takes children from the age of 3 three up to the age of 11. There are currently 54 children on roll; of whom, three children are within the early years age range. Children attend for a variety of sessions each week, according to individual family need. Opening hours are 7.30am to 8.30am and from 3.30pm to 5.30pm during term time and from 8.00am to 5.30pm during the Easter holidays, summer holidays and every half-term. Three staff work with the children, two of whom have relevant childcare qualifications and experience.

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

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

- ensure an appropriate first-aid qualification is maintained at all times
- ensure that all staff involved in preparing and handling food receive training in food hygiene.

### Inspection judgements

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

A very warm and welcoming environment is presented to children. Children enjoy learning through play, choosing what they wish to do from the wide range of resources offered through the continuous play provision indoors and outdoors. Staff organise resources around the room, so that children can make independent choices in their play. For example, they draw pictures, play games and enjoy den building. Staff have a suitable knowledge of the Early Years Foundation Stage and how children learn. They adapt activities to each individual's stage of development to ensure everyone is included. Useful information about children's care and interests is gathered from the parents as they register their child for the club.

Staff interact with children and challenge them by using open-ended questioning. Children's ideas are incorporated into the planning, and additional activities or resources are provided on request. Their counting skills are developed as they count how many cups they will need for snack time. Children enjoy a wide range of creative resources to make cards, pictures, to draw and paint. They freely move toys from one area to another as

they develop their imaginative play whilst engaging in a den building activity. Children enjoy playing outdoors enabling them to have fresh air and develop their physical skills. They receive praise and encouragement from the staff. Children and staff talk together throughout the session.

Children are happy and settled in the club. The children all comment favourably on the club. They state 'I like it lots, I like playing outside and on the computer'. Staff are positive role models, and as a result, children are well behaved. Staff develop suitable relationships with parents who are also very complimentary about the club. For example, one parent states; 'I think it's great. They take into account the children; stretch their minds, always something to do. They really enjoy it'. They praise the good rapport with staff and the good links with the school and the fact that staff ensure information from school is handed over so that parents are informed about their child's day at school.

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

Staff know all the children and their families well. A key person system is in place and staff have built firm relationships with all children so that they feel safe and secure. Relevant information is gathered, by the key person, from parents when children start attending, which provides a base for them to establish what children can do and of their individual routines. This information helps with settling children into the setting. It also ensures transitions between school and the setting is a smooth experience for the children. Children are confident to approach staff and they enjoy them joining in their games and engaging in their play. All staff are good role models for them and effective behaviour management strategies are used consistently by staff. Children develop a sense of how to keep themselves safe as they follow the club rules and boundaries and staff regularly practise the emergency evacuation drill with them. However, staff's first aid training has lapsed which means that staff are not aware of current methods around applying first aid if a child has an accident. Children are given lots of positive praise and recognition for their efforts and achievements, ensuring they are emotionally secure. For example, children are praised for sharing and taking turns when playing a card game.

Children are aware of and have a suitable understanding of their own personal care. They independently wash their hands before eating and after using the bathroom. A clean, well maintained environment and daily risk assessments of the premises and resources help to ensure children's safety in the setting. Opportunities to engage in physical activities support children's physical development and help to enhance their health and well-being. Children are offered a snack whilst at the club and tuck into toast and a variety of fruit. Staff use this opportunity to discuss healthy eating with the children and ensure drinks are freely available throughout the session to keep children hydrated. However, staff have not received the training they need in preparing and handling children's food, and this potentially compromises children's health. Nevertheless, the impact of this is minimised as staff mainly prepare non-risk foods for children, such as fruit.

The indoor premises are secure and the environment is well organised with dedicated areas for different activities. For example, children have access to separate areas for quieter activities, such as reading. There are other areas where they can access creative

activities, small world play, construction etc. Children make a smooth transition between school and the after school club. Staff exchange information daily with teachers as they collect the children, ensuring they are aware of their care needs and any issues that need to be discussed and passed on to parents.

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

Children are kept safe at the club through acceptable safeguarding procedures. Staff have attended safeguarding training and are aware of the procedures to follow should they have concerns about a child's welfare. Policies are in place and these are shared with parents. Accident records are suitably maintained. However, staff have allowed their training in first aid to lapse, which means that their knowledge of procedures is not up to date with current practice and potentially places children at risk. Effective recruitment and induction of staff ensures that the suitability and general performance of all staff working with children is appropriate. For example, all staff are suitably vetted and most hold appropriate childcare qualifications. Staff put their experience and skills to good use and regularly attend training to ensure their knowledge is updated. For example, the manager has completed fire safety training. Staff appraisals and supervision meetings are completed with the manager to highlight any training needs and allow for reflection on development, both on a personal level and for the club. Staff are fully committed to meeting the needs of children who attend. Children are supervised well both indoors and outdoors, because staff work well together ensuring that adult to child ratios are maintained, and by keeping one another updated with who has what children and where. Furthermore, staff accurately record children's attendance as well as children's personal details to track and keep up-to-date with any changing needs.

Recommendations from the previous inspection have been appropriately addressed. Daily risk assessments are completed by practitioners on all areas where children have access, to minimise hazards to them. The main door is monitored well, ensuring that children are unable to leave the building without an authorised adult and visitors are unable to gain access. All required records to meet the welfare requirements for the Statutory framework for the Early Years Foundation Stage are in place and are accurately recorded. Records are shared in a confidential way because staff only share information with parents about their own child. A good range of written policies and procedures, which are adhered to by staff, underpin the running of the club.

Staff undertake observations of children in the early years age group and use these to plan activities that children enjoy. Managers monitor the quality of the educational programmes by ensuring that children's progress is accurately assessed and that activities provide a balance of adult-led and child-initiated activities across all areas of learning. There are effective partnerships with parents in place, which ensure children's needs are met. Staff speak with parents on a daily basis when they collect their children, passing on any information from the schools and informing them of what their children have enjoyed doing at the club. They keep parents fully informed and encourage them to share their views on the care provided. Links with the school where the club is based, are well established. The club works in partnership with other professionals as required, supporting

children's individual needs, including those with special educational needs and/or disabilities.

### **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:**

- The registered person must ensure that at least one person who is caring for children has an appropriate first aid qualification.
- The registered person must ensure that at least one person who is caring for children has an appropriate first aid qualification.

## 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>	253285
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	876518
<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>	24
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Kneesall After School Club Committee
<b>Date of previous inspection</b>	22/03/2012
<b>Telephone number</b>	01623 861069

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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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