

# Smart Kids After School Club (Belmont)

Belmont Primary School, Belmont Road, ERITH, Kent, DA8 1LE

<b>Inspection date</b>	17/11/2014
Previous inspection date	29/02/2012

<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		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 has not met their responsibility in safeguarding children. Staff do not have a clear understanding of the safeguarding policies and procedures.
- There is not at least one member of staff who is trained in paediatric first aid on the premises when children are present. Therefore, children are at risk.
- There is no effective system for staff supervisions or monitoring to identify staff training needs, and improve the effectiveness of staff practice.
- Staff deployment is not effective and, at times, staff do not supervise children appropriately. Consequently, staff compromise children's safety.
- Children have limited opportunity to independently choose the resources they want to play with during the session, because all resources are not easily accessible.
- Self-evaluation is ineffective in identifying the strengths and weaknesses of the club in order to improve children's experiences.

### It has the following strengths

- Children are happy and enjoy their time at the club. Staff are friendly and have positive relationships with the children.

## 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 had a tour of the premises and observed activities indoors and outdoors.
- The inspector had discussions with the manager, and spoke to staff throughout the inspection.
- The inspector checked evidence of suitability and qualifications of the staff.
- The inspector sampled a range of documentation, including policies, procedures and children's records.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

## Inspector

Nicola Jones

## Full report

### Information about the setting

Smart Kids After School Club (Belmont) registered in 2006. The club runs from the small hall on the site of Belmont Primary School in Belmont Road, Erith, in Kent. The club is open Monday to Friday from 3.15pm to 6pm during term time only. All children share access to an enclosed outdoor play area. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 24 children on roll, of whom two are in the early years age group. The provision is open to the children who attend Belmont Primary School. The club employs four staff including the manager. Three of the staff, including the manager, hold a level 3 qualification.

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

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

- ensure all staff understand and implement the safeguarding policy and procedure, and that all staff have training so they have an up-to-date knowledge of safeguarding
- ensure at least one person who has a current first-aid certificate is on the premises and available at all times when children are present
- implement and conduct an effective supervision system to ensure all staff are provided with support and training to enhance their work with children and ensure continuous improvement
- ensure staff are deployed effectively to supervise children at all times

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

- provide opportunities for children to independently choose activities during the session to extend and challenge their own ideas
- make use of rigorous self-evaluation processes to identify the strengths and weaknesses of the provision and make improvements so that outcomes for children are good.

## Inspection judgements

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

Staff have an appropriate understanding of the learning and development requirements of the Early Years Foundation Stage. They are able to support children and help them develop further learning skills. However, the ineffective deployment of staff means that the younger children receive less support and interaction to fully support their play and learning. Staff have a sufficient understanding of all areas of learning. Staff observe the younger children in the club in order to support their ongoing learning needs. Staff interact generally well with the children as they play and ask children questions to extend their thinking and learning. For example, during a number game outdoors, staff asked the children number sums to support their mathematical development.

Staff do not always plan effectively to ensure children have access to a wide range of play opportunities. Therefore, opportunities to develop children's independence to select their own play resources are limited. Children choose from a small selection of activities set out by staff. Outdoors, younger children enjoy making up their own games, suggesting they jump across the circles in the playground. Children are confident to share their views in conversation and make up their own rules to a game. Consequently, this helps to support their communication skills. Boards games help children develop mathematical skills as they count while moving the counter around the board.

Staff identify children's likes and dislikes through discussions with the parents on starting at the club. This helps the key person to provide support in developing children's individual learning needs. The key person holds daily discussions with parents to keep them up to date with their child's day at school and during their time at the club. This helps to support consistency in children's development. Discussions with parents reveal that children enjoy attending the club.

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

Staff do not fully support children's well-being because of weaknesses in the arrangements regarding children's safety. On the day of the inspection, due to shortage of staff, staff were not effectively deployed to ensure that they sufficiently supervised children both indoors and outdoors. Consequently, staff do not meet children's needs at all times. The provider has not ensured that there is at least one person qualified in paediatric first aid on the premises at all times when children are present. This means that there is no member of staff with current knowledge gained through recent training who is qualified to care for children if they have an accident. This is a breach of requirement which has a significant impact to children's safety and well-being.

Children are happy and settled at the club where there is a focus on having fun through play activities. They enjoy attending and receive a warm welcome from staff on arrival. Children settle quickly and sit and talk to staff and their friends about their school day.

Therefore, children develop positive relationships with staff and children. Their behaviour at the club is generally good, they play well together and staff implement the same techniques as the school. For example, staff crouch down at the children's level and give eye contact when talking with them. This helps to promote consistency in supporting children's understanding of managing their own behaviour.

Staff provide children with healthy snacks when they arrive at the club. Children enjoy group snack time and staff encourage children to wash their hands prior to eating. Staff ensure that children are able to play outside daily in the school playground. Staff join in with children's games, which encourages them to move about and develop their physical co-ordination. This provides children with fresh air and exercise to support healthy lifestyles. Staff carry out daily safety checks around the setting and outdoor area in order to remove any risks to children. They carry out fire evacuations procedures each term to help to ensure children understand what to do in an emergency.

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

Staff do not suitably safeguard children at this after-school club because the provider fails to provide support and guidance to staff regarding child protection within the lead practitioner's role. There is a written safeguarding policy in place, however, staff have not attended training recently. This means that they do not have up-to-date knowledge to be able to identify, understand and respond to concerns about children in their care. Staff have not received training regarding the safeguarding policy, which puts children at significant risk. The provider does not meet the safeguarding and welfare requirements of the Early Years Foundation Stage Framework. The provider also breaches the requirements of the Childcare Register.

All existing staff working with the children have been vetted appropriately and there is evidence to show that disclosure and barring service checks have been completed. The supervision system is inadequate. The management team does not provide opportunities to meet with individual staff to discuss their professional development and further training needs. The provider and staff do not use self-evaluation processes to reflect on, and monitor practice. This means that action to tackle areas of weakness and plans for continuous improvement are not in place. As a result, there is a failure to identify and address all weaknesses in the provision and this compromises children's safety and well-being.

Staff develop partnerships with parents, and have established working relationships with the school teachers. These partnerships help to ensure that children attending feel confident and receive the support they need. Parents say they feel their children are happy and enjoy attending the club.

### **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:**

- 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)
- ensure that at least one person who is caring for children has an appropriate first-aid qualification (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first-aid qualification (voluntary part of the Childcare Register).

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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>	EY340297
<b>Local authority</b>	Bexley
<b>Inspection number</b>	941755
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Patience Onomioborewan
<b>Date of previous inspection</b>	29/02/2012
<b>Telephone number</b>	01322 432057

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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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