

# Keytime

St Pauls Church Centre, Lovell Close, Covingham, Swindon, Wiltshire, SN3 5BT

## Inspection date

04/11/2014

Previous inspection date

30/01/2012

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

3

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 provider does not have a suitable safeguarding policy to include the safe use of cameras and taking photographs on mobile phones. Reasonable precautions are not taken to keep children safe in emergencies and risk assessment is ineffective to support children's safety. These weaknesses compromise children's welfare.
- The provider does not train all staff, including the deputy manager, so they have the necessary knowledge and understanding to promote children's safety effectively, and to maintain their good health. Induction systems are ineffective so staff are unclear about their roles and responsibilities.
- The provider does not allocate each child a key person.
- The provider does not ensure staff organise the environment to meet children's needs so children can choose from a range of suitable resources in a welcoming environment.
- The provider does not ensure children have daily access to outdoor activities.
- The provider does not foster the professional development of staff by providing effective systems for coaching and training to continuously improve the provision.

### It has the following strengths

- Staff talk to children in a caring manner and provide them with healthy snacks.

## 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 children and staff, and observed play and learning activities in the playroom.
- The inspector carried out a meeting with the deputy manager and looked at a range of documentation including some policies, procedures and records, and discussed systems to improve the provision.
- The inspector took into account the views of parents spoken to on the day.
- The inspector had a tour of the premises, including the outdoor area.
- The inspector looked at samples of the children's work.

**Inspector**  
Tracey Hicks

## **Full report**

### **Information about the setting**

Keytime registered in 2002. It is privately owned. The club operates from rooms within the St Paul's Church Centre in the Covingham area of Swindon, Wiltshire. It serves families from the local area. Children use a small hall and a larger one. An enclosed area is available for outdoor play. The club opens each weekday from 3pm to 6pm during term time and from 8.30am to 6.15pm during some school holidays. Children attend for a variety of sessions. The club is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The club offers care to older children. Currently there are 20 children on roll, of whom six children are in the early years age group. The club supports children who learn English as an additional language. The owner manages the club on a day-to-day basis and holds relevant childcare qualifications at level 3. Three members of staff are employed to support the children, all of whom hold appropriate qualifications at level 2 or 3.

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

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

- ensure the safeguarding policy covers procedures for the use of cameras and mobile phones in the setting, and that all staff, parents, volunteers or other adults who come into contact with children on the premises understand and implement these procedures
- provide effective induction training for new staff and for those returning to work in the nursery after a period of absence so they understand their roles and responsibilities
- ensure staff know what to do in regard to whistle blowing if they think other staff, or any other adult, working with children behaves inappropriately
- ensure the named deputy is capable of taking charge in the manager's absence, and knows how to implement the safeguarding and welfare requirements adequately
- ensure staff understand how to implement effective risk assessment so staff identify and reduce hazards to help protect children's safety
- ensure suitable precautions are taken to keep children and staff safe in emergency situations, such as fire, by practising regular emergency evacuation of the premises, including when new children start at the provision
- allocate a key person to each child and ensure staff understand the purpose of this role and implement it effectively
- ensure the premises are organised in a way that meets children's needs on arrival so they can choose from a range of suitable resources in a welcoming environment
- ensure staff plan daily outdoor activities for children
- promote the good health of children by teaching them appropriate personal hygiene routines that include washing their hands before eating to help prevent the spread of cross infection
- provide effective support, coaching and training to staff to foster a culture of continuous improvement.

## Inspection judgements

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

The staff team does not provide children with a wide range of activities to stimulate and support their interests. Staff interaction with children is limited. Nevertheless, children are confident and happy in the club. When they arrive, they comply with expected routines such as hanging up coats; however, there is little interaction from staff because they are occupied in preparing children's tea and setting up the room. This means children chat among themselves until their meal is ready, with nothing else to do, so they have less time to engage in activities.

Staff provide children with some choice of activities. For example, children choose between play dough, creating firework pictures and a small selection of other toys. Staff take little care in arranging the equipment to encourage children's exploration. Activities are limited and do not offer enough challenge for children to develop.

Children play cooperatively, interacting with each other. Staff talk in a caring manner with children. Despite this better practice there is very little interaction between them and children throughout the session. This means staff do not extend children's play, which limits their learning; for example, the lack of interaction does not promote children's communication and language development.

Staff encourage children to be creative when using the paints and provide some help for children to create firework pictures; however, they miss opportunities to develop children's creativity and early mathematical skills. Staff encourage children to put on their own aprons so they gain some personal skills. Children enjoy creating their own ideas when using the play dough. Children say they enjoy attending and like the play dough best. They enjoy going outside during the summer but outdoor play is restricted by staff at other times of the year. This means children do not have daily outdoor activities, for example, to promote their physical development.

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

Staff compromise children's safety because they do not carry out risk assessments to identify and reduce hazards. This means children's safety is placed at risk. For example, resources are placed on blankets on the hall floor, which produces a risk of slipping. Staff do not recognise this arrangement as a hazard. Staff are aware of evacuation procedures in an emergency. However, they have not practised these for some time and new children attend the club who have not taken part. This means they are unaware of what to do in an emergency and staff do not know how they may react. These weaknesses in meeting requirements pose risks to staff and children's safety. Staff do not follow safe practices when using mobile phones to take photographs of the children in their play. This is because the provider does not have any procedures in place to guide their practice. This is a breach in requirements and compromises children's welfare.

Staff do not provide an environment that is well equipped and welcoming for children. For example, during parachute games in the big hall only one small light was used making it very dark for the children, potentially causing safety issues. Resources are limited. Staff make some efforts to organise the room into specific areas covering different areas of learning. However, the lack of thought on presentation and range of equipment used limits the appeal to children and their learning experiences. For example, a play kitchen was put on a blanket with a pram and a doll but; there were no other resources to use with the kitchen to make the activity inviting or promote children's imaginative play. This poor regard to providing a welcoming environment does not encourage children to explore the activities.

The provider does not provide each child with a key person who is someone special to them. Staff support children to some extent as they play together and most children behave appropriately for their age. Children show pride in their achievements. Staff have a caring attitude towards the children so the lack of a key person does not have a significant impact, and children appear happy and secure. Nevertheless, this is a breach of requirements.

There is access to an enclosed outdoor play area but staff provide opportunities for children to use this mainly in the summer months only. This means children do not have access to daily fresh air all year round because staff do not plan daily outdoor activities. This weakness does not promote a positive attitude to being outdoors and being physically active.

Staff provide some opportunities that help younger children to develop their personal independence, such as managing their coats. Staff do not do enough for the older children to encourage independence and provide challenge, for example, by allowing them to pour their own drinks or prepare their own snacks. This is because staff lack the appropriate level of skills and training.

Children are developing some awareness of healthy lifestyles because staff provide them with fruit snacks and drinking water. Staff do not always check that children follow suitable hygiene procedures. For example, children failed to wash their hands before snack. This means staff do not promote children's good health by teaching them hygiene routines that help prevent the spread of cross infection.

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

The leadership of the club is ineffective. The provider does not ensure they meet the safeguarding and welfare requirements of the Early Years Foundation Stage or those of the Childcare Register. Staff do not have a sufficient understanding of safeguarding procedures owing to a lack of adequate induction systems, training and professional development opportunities. These weaknesses result in poor practices and breaches of regulations that have a significant impact on the safety and well-being of children.

Access to the building is suitably monitored and the building is secure so visitors cannot enter uninvited. Staff supervise children during the session and adult to child ratios are met. There is adequate regard to the implementation of some policies and procedures; however, the provider's safeguarding policy does not meet requirements. Staff know there is a specific statement on the use of mobile phones and of the need to use the club's mobile phone during club opening times. The safeguarding policy has no statement on the use of cameras or on the use of mobile phones when used as cameras to take photographs. Staff use personal mobile phones to take photographs, which are then taken home by staff to be printed at a later date. This practice does not protect children's welfare.

Although staff have recognised early years qualifications they lack clear direction to effectively meet the health and safety needs of children. For example, staff do not carry out effective risk assessments to maintain children's safety. The provider does not ensure that staff, including the named deputy, have the knowledge, understanding and skills to implement some safeguarding and welfare requirements adequately. Poor management and leadership means that sessions are not adequately run.

The recruitment process includes necessary vetting checks so all staff are cleared as being suitable to work with children. There is a six week induction process but; this is ineffective because staff do not understand how to execute their roles, such as in identifying and minimising risks to children's safety, or by knowing how to provide a welcoming environment. Staff who have previously worked in the setting return to cover long-term absences without further induction. This means they are unclear of current policies and procedures; for example, they do not know what procedure to follow if other staff in the club act in inappropriate ways.

Staff regularly attend staff meetings to share practice and evaluate activities. They use this opportunity to identify children's needs and to set programmes for planning. Self-evaluation is weak and does not identify the many failings in the club's provision. Nevertheless, there have been some improvements since their last inspection and some recommendations have been addressed. For example, staff now provide DVDs that are age appropriate for children. Some recommendations have not been addressed in full and are raised to actions at this inspection.

Staff provide some activities that children enjoy but; access to resources limits children's independent choices. The provider does not ensure that monitoring systems are effective so planning and evaluation have little impact. This means the provider does not drive improvement effectively.

Parents complete an induction process with staff and their children prior to starting. They receive some appropriate information about the club and know children's activities. Parents comment that the staff are caring.

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:**

- implement a written record of policies and procedures to be followed for the protection of children intended to safeguard the children being cared for from abuse or neglect (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)
- provide, or secure the provision of, any training, which is necessary to ensure that all staff have suitable skills and experience to care for children (compulsory part of the Childcare Register).
- implement a written record of policies and procedures to be followed for the protection of children intended to safeguard the children being cared for from abuse or neglect (voluntary 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).



## 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>	EY233017
<b>Local authority</b>	Swindon
<b>Inspection number</b>	814449
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	10
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Kamla Ladwa
<b>Date of previous inspection</b>	30/01/2012
<b>Telephone number</b>	0771 2781 211

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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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