

# Skools out @ St Ambroses

St Ambrose's Catholic Primary School, Leswell Street, KIDDERMINSTER, Worcestershire, DY10 1RP

<b>Inspection date</b>	28/11/2014
Previous inspection date	11/12/2008

<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

- Children's safety and welfare is compromised because the provider has failed to meet a number of requirements of the Early Years Foundation Stage and the Childcare Register. The provider has not ensured that records are accessible to confirm staff suitability checks are completed or evidence that public liability insurance is in place.
- Staff do not have a secure understanding of the safeguarding procedures and the action to take in the event of a concern about a child, or understand the appropriate use of mobile phones in the setting.
- There is no written procedure for dealing with concerns and complaints from parents information made available about how parents can contact Ofsted.
- Children's safety is compromised because the provider has not ensured that at least one person who has a current paediatric first-aid certificate is on the premises at all times when children are present.
- Performance management has not been established. Staff do not receive coaching or participate in confidential discussion to support their professional development.
- There are few opportunities for children to be involved in planning activities and their access to a wide range of resources has not been fully explored.

### It has the following strengths

- Children are happy and enjoy attending this welcoming club.

## 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 compulsory part 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.
- The inspector observed activities taking place in the classroom and children having their tea.
- The inspector held a meeting with the deputy manager and talked to staff and children during the inspection.
- The inspector sampled some documentation, including policies and procedures and children's records.

## Inspector

Jacqueline Nation

## **Full report**

### **Information about the setting**

Skools out @ St Ambroses was registered in 2008 and is on the Early Years Register and the compulsory part of the Childcare Register. It is one of two settings privately owned and managed. It is situated in St Ambrose's Catholic Primary School in Kidderminster. The group has use of a classroom and there is access to an enclosed outdoor play area. The club provides before and after school care and serves the children who attend the school. There are currently 50 children on roll, six of whom are in the early years age range. The club is open Monday to Friday, during school term time. Sessions are from 8am until 9am and 3pm until 6pm. Children attend for a variety of sessions. The club employs four members of childcare staff. Of these, three hold early years qualifications at level 3 and one holds a qualification 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:**

- ensure that the safeguarding policy is written in line with guidance and procedures of the Local Safeguarding Children Board and includes an explanation of the action to be taken in the event of an allegation being made against a member of staff and the use of mobile telephones and cameras in the setting
- ensure that all staff are trained to understand the role they play in safeguarding children by improving their knowledge and understanding of the safeguarding policy and procedures
- ensure that effective procedures are in place to show evidence of how staff suitability has been checked and how vetting procedures have been completed
- ensure that at least one person who has a current paediatric first-aid certificate is on the premises at all times when children are present, and accompanies children on outings
- ensure public liability insurance is carried
- ensure that records are easily accessible and available for inspection
- implement performance management arrangements to effectively provide support, coaching and mentoring so that all staff have the knowledge and skills to fulfil their roles
- put in place a written procedure for dealing with concerns and complaints from parents, and make information available to parents about how to contact Ofsted.

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

- ensure children have access to a wider range of resources and encourage them to be involved in planning activities of their choice.

**Inspection judgements**

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

Children are happy and settled at the club where the emphasis is on learning through play and having fun. Children settle into the routine and receive a warm welcome from staff on

arrival. A small number of children in the early years age range attend the club. Staff are clear about how they support these children in activities that complement their learning in school. This is through their interactions and role modelling play. Younger children are allocated a key person. This means that staff build appropriate relationships with children as they talk about their interests and help them to feel part of the group.

Staff sit with children and help them in their chosen task and engage children in conversations to promote their language skills. They support younger children with their reading and writing skills and this helps to foster their literacy skills. Children have access to the school library where they can select additional books to look at and read. Children enjoy games to help build on their mathematical abilities with activities, such as playing bingo and they use building bricks to make models. Younger children maintain concentration while drawing pictures and are able to write their name on their artwork. Older children like to play games that challenge their critical-thinking skills, and they work together well to make a mask of a familiar cartoon character. All children like to make up their own games and use the resources available, such as using play figures to nurture their imagination. Children of all ages get on well together as they decide to sit together to watch a favourite film. Staff help children gain an insight in a wider world, for example, as they learn about different festivals, such as Chinese New Year when they have the opportunity to make lanterns and eat noodles.

Staff have friendly interactions with the children and they know them well. Children at the club attend the host school and they play and make friends with children from different years groups. This helps to promote their confidence and social skills. Staff guide and support children's play and learning appropriately. They provide a generally suitable range of activities and resources. However, ways to involve children more in planning activities and enabling access to more resources are yet to be fully explored. Staff have discussions with teachers about what children are involved in at school and how they can support their learning in the club. They talk to parents on a daily basis about what children have enjoyed. This has a positive impact on children's continuity of care and learning. As children are already attending school, staff focus on helping children to continue to make progress towards the early learning goals. This helps to further complement learning that takes place in the classroom.

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

Children's well-being is not fully supported because of a weakness in the arrangements regarding safeguarding and first aid. On the day of the inspection the provider has not made sure that a member of staff with a current paediatric first-aid certificate is on the premises. This means that children's welfare is not fully assured in the event of an accident.

In all other respects, it is evident that children enjoy attending this welcoming club. Children settle easily on arrival from school and they are confident in the environment. All children in the club attend the school and this supports their sense of belonging and helps them feel secure. Staff understand that the younger children in particular may need additional support and reassurance. They know the children well and have a warm rapport

with them. This helps to foster their emotional and social well-being. Staff exchange information with parents at arrival and collection times and this supports children's care, learning and development while at the club. They have established links with the host school, which means that they complement children's care, learning and development.

Children appear happy and confident as they move around the room and take part in activities using the resources available. However, access to resources is limited and children are not fully involved in making choices or planning activities they would like to participate in. This means that children are not fully involved in a broad and interesting range of resources that may appeal to children of different ages and support their interests. Children develop an appropriate awareness of how to keep themselves safe at the club through ongoing discussions and clear explanations from staff. For example, children learn about the procedures for evacuating the premises in an emergency and staff remind them not to open the entrance door when their parents arrive. Staff supervise the children well and they are vigilant when children leave the room to use the bathroom. Children behave well and develop social awareness as they use good manners and are encouraged to respect each other. Older and younger children get on well in the club and play together. This helps promote positive relationships. Staff listen to what children say and give them praise to boost their confidence and self-esteem.

Children's individual health, dietary and individual care needs are suitably understood by staff and generally well met. Information is obtained from parents about children's special dietary needs and any food allergies. Children manage their own personal care through effective routines and discussions. They wash their hands before eating and after using the toilet. Children have daily opportunities for fresh air and exercise using the school grounds. They use skipping ropes, bats and balls to help develop and refine their physical skills and like to play on the climbing frame and climbing wall.

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

The management and leadership of the setting are inadequate. This is because insufficient attention is given to meeting some of the safeguarding and welfare requirements of the Early Years Foundation Stage and the compulsory part of the Childcare Register. On the day of the inspection, staff on duty had very limited access to the necessary records and documents required to show how the setting is organised in a safe and efficient way. There was no evidence to show how the provider has assessed the suitability of staff working with the children because information relating to the Disclosure and Barring Service checks is not accessible. This means that children's safety and well-being is not assured. Some policies and procedures were available during the inspection, including the safeguarding policy. However, staff are not confident or familiar with the action to take in the event of a concern about a child in their care. Furthermore, because a telephone is not available in the club, staff use their personal mobile phone to make any necessary calls or receive messages from the provider. This is contrary to the safeguarding guidance provided by the Local Safeguarding Children Board and potentially compromises children's safety.

Staff conduct daily safety checks before children arrive at the club and this ensures that children are looked after and play in safe and secure surroundings. In addition, records, such as daily registers and accidents records are maintained effectively. Staff qualifications and ratios requirements are maintained, although no evidence was available on the day of the inspection to verify the qualifications of staff. A system for the performance management of staff has not been introduced. This means that staff are not effectively supported with individual supervision sessions where they can discuss their training needs, specific targets and their roles and responsibilities. Self-evaluation systems are not in place to enable the provider and staff team to reflect on and monitor practice. This means that action to tackle areas of identified weakness and foster a culture of continuous improvement is not in place. As a result, the provider has failed to identify and address all weaknesses in the provision and children's well-being and safety is compromised.

Partnerships with parents work generally well. Some information is displayed on a notice board, including the certificate of registration. However, the public liability insurance certificate displayed has expired. Furthermore, parents are not provided with information about the complaints procedure or how to contact Ofsted in the event of a concern about the setting. Staff are aware of the importance of working in partnership with other professionals to ensure they are able to meet children's needs.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- ensure that at least one person who is caring for children has an appropriate first aid qualification (compulsory part of the Childcare Register)
- implement effective systems to ensure evidence is available to show how any person caring for or in regular contact with children is suitable to do so, this must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- keep and implement a written statement of 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)
- ensure a written statement is in place detailing the procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (compulsory part of the Childcare Register)
- ensure insurance in respect of liability which may be incurred for death, injury, public liability, damage or other loss is in place (compulsory part of the Childcare Register)
- make available to parents the written statements in relation to the safeguarding

and complaints procedures (compulsory 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>	EY379442
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	858541
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Sara Jane Bradbury
<b>Date of previous inspection</b>	11/12/2008
<b>Telephone number</b>	07960 516509

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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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