

# Skools Out After School Club

Lea Memorial Primary School, New Road, Far Forest, Bewdley, Kidderminster, Worcestershire, DY14 9TQ

<b>Inspection date</b>	03/12/2014
Previous inspection date	05/05/2009

<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 legal requirements of the Early Years Foundation Stage and the compulsory part of the Childcare Register.
- Children's are not effectively safeguarded because the provider has not met all responsibilities with regards to safeguarding children. Policies and procedures have not be written in line with Local Safeguarding Children's Board guidelines.
- Staff knowledge and understanding of the role they play in safeguarding children is poor. In addition, recruitment procedures are not robust enough to ensure that all persons working with children are suitable to do so.
- Performance management systems have not been established. As a result, staff do not have opportunity to receive coaching or participate in confidential discussion to support their professional development.
- Self-evaluation and review is yet to be fully developed to ensure all required areas for improvement are identified, prioritised and planned for. Partnerships with other settings are not fully developed to promote consistent support for children.

### It has the following strengths

- Children enjoy the activities provided and make friends with children who are from different year groups, helping them to develop their social skills and confidence.

## 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 observed activities in the indoor and outdoor areas used by children.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector reviewed 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.

## Inspector

Julia Galloway

## **Full report**

### **Information about the setting**

Skools Out After School Club registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings privately owned and managed. It is situated in Lea Memorial Primary School in Bewdley, Kidderminster. The group have use of a mobile building within the school grounds 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 and pre-school. There are currently 17 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 two members of childcare staff who both hold early years qualifications at level 3.

### **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 lead practitioner has attended a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect
- ensure that the safeguarding policy is written in line with Local Safeguarding Children Board guidance, including the action to be taken in the event of allegations of abuse being made against anyone working or living on the premises
- train all staff to understand the role they play in safeguarding children by improving their knowledge and understanding of safeguarding policy and procedures
- ensure that thorough recruitment procedures are in place to establish all staff's suitability to work with children, with particular regard to taking up references, exploring employment history and verifying levels of qualification
- implement performance management arrangements to effectively provide support, coaching and mentoring so that all staff have the knowledge and skills to fulfil their roles.

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

- develop self-evaluation processes to effectively identify priorities for improvement in all aspects of the provision
- improve the exchange of information with other settings children attend so that specific information about individual children's learning is shared, in order to fully support and complement children's learning and development.

**Inspection judgements**

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

Children play together and are happy during their time at the club. Staff provide a suitable variety of activities and opportunities that children readily take part in, and they quickly make choices about what they would like to do. Consideration is given to children's interests and preferences when planning and they are encouraged to make suggestions about future events or activities. This means that children are interested in what they are

doing and therefore stay focused on activities for extended periods of time. They are keen to share what they are doing and they praise each other when they finish. For example, an older child says 'look how good that is' and 'your mum will be so proud' to a younger child who has independently cut out his picture. This shows that children are building positive relationships that help them to feel settled and valued at the club. Staff support children's independent learning by encouraging them to make choices about what they would like to do.

The educational programme generally complements learning that takes place at school or pre-school. However, information about children's next steps for learning are not always exchanged to ensure that staff can plan to specifically meet children's individual needs. Nevertheless, some information about children including what they have been doing at school or pre-school is exchanged on a regular basis. Each child has been allocated a key person who monitors their progress by observing them during their time at the club. Children's physical development is well supported because they access a stimulating outdoor environment during each session. They play a range of group games together which involves negotiating rules and objectives and staff encourage all children to take part.

Children's creative and critical thinking skills are supported because staff provide them with wide range of resources that can be used in a variety of ways. Children can access modelling items to make their own structures or creations. For example, children make a 'collecting pot' prior to going outside so that they can gather interesting items they find outside. They then talk about what they have found with other children and staff. At all times, staff are attentive to children because they join in with what they are doing or offer guidance and help if required. Children listen and respond to instructions from staff which contributes to the smooth running of the session. Children play and learn in a positive environment, and are supportive of each other. For example, when two children share a storybook, one child reads to the other who enjoys this. Consequently, children are building friendships with children from other year groups that helps support their personal, social and emotional development and helps them to continue their learning in school.

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

Staff's knowledge and understanding of some of the safeguarding and welfare requirements is poor and the recruitment procedures are not robust. Consequently, children's overall well-being and safety is compromised. Children show that they feel secure because they develop relationships with staff, who are friendly and caring. On arrival, they quickly settle at tables and eat a snack. During this time they pour their own drinks and spread their own toppings onto toast which shows they are developing important independence skills that support future learning. The club supports children to lead a healthy lifestyle by providing healthy snack choices and ensuring that children regularly play outside. The outdoor area provides more challenging physical experiences that enables children to learn about how to keep safe as they take small risks in their play. When children gather up a collection of leaves to make a pretend fire, they comment 'we must not get too close' and 'be careful when the wind blows' which shows that they are also beginning to learn important safety messages. Staff have attended training, which

means that they know how to respond to accidents and all incidents are recorded, and parents informed. In such instances, children's well-being is promoted as they receive continuity in their care.

Communication between children and staff is good and they chat about their day at school or pre-school and have the opportunities to discuss what activities they would like to take part in. Children's behaviour is also good because they follow clear routines and boundaries set by staff. They benefit from a supportive environment which supports their emotional well-being because they are listened to and valued by other children and staff. Relationships with parents are suitably fostered and parents provide positive feedback about the quality of care and education. On most occasions information is exchanged between the club, parents and school which means that children are provided with consistent care. Parents report that staff help their children to join in with extended school activities by taking them to after school events such as book fairs. This means that children and their families individual needs are supported.

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

The provider has failed to meet a number of legal requirements of the Early Years Foundation Stage and the compulsory part of the Childcare Register. Consequently, children's safety and welfare is compromised. This is because the provider has not undertaken rigorous recruitment procedures to confirm all staff's suitability to work with children. Although, staff have provided evidence of Disclosure and Barring Service checks, suitable references, employment history and evidence of qualifications are not routinely obtained to strengthen this process. In addition, senior staff with responsibility of managing the provision have not attended safeguarding training which means that their safeguarding knowledge and understanding is poor. Furthermore, although the club has a safeguarding policy, this has not been kept up-to-date with guidance from the Local Safeguarding Children's Board. Consequently, the provider and staff are not clear on how they would manage an allegation against a member of staff and they are not clear on how they would respond if they had concerns about a child in their care. This compromises children's safety.

Although staff work closely to support each other's practice, performance management systems have not been established as part of ongoing professional development. As a result, staff do not receive coaching and training with their manager or planned opportunities to discuss sensitive or confidential issues. Furthermore, the provider who is also the manager, has not ensured her own ongoing professional development and there are gaps in her knowledge that impact in the overall performance of the club. Systems for the self-evaluation of the club have not been undertaken to clearly identify priorities for future improvement. However, there are good lines of communication between the provider and the school where the club is based. Likewise, partnerships with parents are positive because staff have good relationships with children and their families. The activities that are provided ensure that children are engaged in learning experiences during their time at the club. Staff routinely gather evidence in a scrap book that shows

what children have been doing so that parents have a good overview of their children's activities.

### **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

**Met**

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

- ensure that the lead practitioner who is responsible for ensuring the safety and welfare of children has attended child protection training to enable them to identify and act on any indications that a child may be suffering from harm (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).

## 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>	EY316558
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	862233
<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>	20
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Sara Jane Bradbury
<b>Date of previous inspection</b>	05/05/2009
<b>Telephone number</b>	01299 828021

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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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