

Hilltop Koosh Club

West Ardsley Community Centre, Batley Road, West Ardsley, WAKEFIELD, West Yorkshire, WF3 1HD

Inspection date	13/11/2014
Previous inspection date	30/06/2014

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
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

- There is no designated staff member to take the lead responsibility for safeguarding children in the setting and some staff do not have a sufficient knowledge of where to obtain advice and support from external professionals, in order to protect children from harm.
- Staff do not give enough thought to the organisation of the key-person system, in order to ensure that each child's care and the experiences they receive are fully tailored to meet their individual needs.
- The provider has failed to notify Ofsted of changes to the nominated person, and some records are not easily accessible and available for inspection, in order to promote the efficient and safe management of the out of school club.
- Staff do not always support children effectively to develop their self-care skills and independence.

It has the following strengths

- Children are happy, confident and sociable and staff plan a varied range of activities to engage their interest.

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 taking place in the playrooms.
- The inspector spoke with staff and children at appropriate times throughout the inspection and conducted a joint observation with the manager.
- The inspector held meetings with the manager and the area manager for the organisation.
- The inspector looked at children's records and planning documentation.
- The inspector checked evidence of the suitability and the qualifications of staff working with children, alongside sampling a range of other documentation and viewing the self-evaluation form and improvement plan.

Inspector

Rachel Ayo

Full report

Information about the setting

Hilltop Koosh Club registered in 2006 and is run by Kaleidoscope Day Nurseries Ltd, a private company which runs four other out of school clubs and four nurseries. It operates from within a community centre in the West Ardsley area of Wakefield. During term time children attend from Hill Top, Westerton and East Ardsley primary schools. The holiday club provides care for children attending these schools, in addition to providing care for children from the wider community. During term time the out of school club is open Monday to Friday, from 7.30am to 9am and from 3.10pm to 6pm. The holiday club is open Monday to Friday, from 8am to 6pm. Children attend for a variety of sessions. Children are cared for in one main room and have access to local areas for outdoor play. There are currently 55 children on roll, four of whom are in the early years age range. The out of school club employs four members of childcare staff including the manager, all of whom hold relevant qualifications at level 2 to 5. There is also a senior member of staff who is supernumerary and she is the line manager for all the settings. The out of school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- ensure that a staff member is clearly designated to take the lead responsibility for safeguarding children in the setting and that staff are clear about who this is, in order to provide support, advice and guidance to staff on an ongoing basis and on any specific safeguarding issues as required
- ensure that all staff understand the safeguarding policies and procedures, in order for them to know how to protect children from harm and where to obtain advice and support from external agencies
- review the organisation of the key-person system, in order to ensure it is fully effective in offering a settled relationship for each child and in enabling a relationship to be built with their parents, so that there is a consistent two-way flow of information with them
- ensure that records are easily accessible and available, in order to confirm that vehicles in which children are being transported and the driver of those vehicles are adequately insured.

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

- improve the opportunities for children to develop independence and manage age-appropriate self-care skills.

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

Staff have a sound knowledge of how children learn and the learning and development requirements. A contributory factor in this is that staff hold relevant qualifications and are supported in gaining further qualifications. The out-of-school provision is very much guided by the learning and development requirements, which means that children take part in an enjoyable and purposeful early years experience. Staff take into account children's interests and ideas. These are based on their knowledge of the children, gained through regular observations, which inform individual planning that builds on children's skills. Furthermore, when there is a new intake of children, staff plan an All about me topic. As part of getting to know children, staff encourage them to create self-portraits, which children enjoy doing. However, as a result of a weakness in the key-person system, arrangements for encouraging parents to share what they know about their own child are not fully successful. Consequently, there is a lack of a shared and consistent approach to fully meeting children's individual needs. During the school holidays, where time is less

restricted, children are provided with a variety of opportunities to develop their curiosity outdoors and learn about the wider world.

The welcoming playroom helps to foster children's sense of belonging and reinforces the skills children need for successful learning at school. For example, resources are organised at child height and children have further opportunities to swap toys over with those stored in toy cupboards. Furthermore, children have their own coat peg and their artwork and photographs are displayed, which helps children to feel valued. After finishing their tea, children readily choose favourite activities, such as drawing. Staff make the activity more interesting by offering different media, such as tiles, which provides a new experience for children to try. While taking part in such activities, children's early skills in reading and writing are reinforced. For example, children practise their hand-and-eye coordination, drawing recognisable pictures.

Staff engage children in conversations and show them that they are interested in what they say and do. Children enjoy staff's positive interaction as they encourage them to talk about what they are drawing and engage in their imaginative play. For example, staff help children to extend their ideas as they play in the home corner role-play area or dress up in costumes.

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

Staff are not vigilant enough in ensuring children's welfare is promoted at all times. This is because first-aid qualification requirements are not met at all times and there are inadequate safeguarding policies and procedures to support staff if they suspect child abuse or neglect. They do, however, to some extent, appropriately foster children's well-being by establishing positive relationships with them during the settling-in period and thereafter. Children are allocated a key person when they first begin attending, which helps them become familiar with the setting and to feel confident and safe within it. During this period, staff gain appropriate information to meet children's care needs and have recently introduced an all-about-me document, in order to obtain more information about specific needs. However, where staff have left and children have been allocated a new key person, not enough consideration has been given to when children attend and their key person's shift patterns. Although other staff share general information with parents, opportunities for more precise and detailed information to be exchanged between parents and their child's key person are less successful. Consequently, there is a lack of a shared and consistent approach to supporting children, in order to fully foster their sense of security. This is achieved, however, as children move between settings, by staff establishing successful links with Reception class teachers.

Children happily enter the out of school club after being collected from school. They show their familiarity with the daily routine as they hang up their coats and school bags on their designated peg, learning to take care of their belongings. After doing this, they sit on the carpet in preparation of their tea, which is a sociable occasion as children speak about their day. However, sandwiches are prepared beforehand by staff, reducing children's opportunity to be independent. Children are involved in deciding what they would like to do, which fosters their confidence and self-esteem. For example, they take part in circle

time each month, sharing their own ideas and those related to themed topics. Children behave appropriately and respond to staff members' instructions, for example, to calm down, when play becomes a little too boisterous. Staff praise children's efforts and achievements, which further fosters children's self-esteem and confidence.

Staff foster children's understanding of healthy lifestyles, helping to promote their physical development. For example, they encourage children to make positive choices about what they eat through a variety of healthy snacks, reflected in a display in the entrance. Furthermore, children are involved in appropriate hygiene routines, such as washing their hands before they eat, and they learn about the importance of oral hygiene. Staff plan topic-based activities to help children learn about the importance of physical activity and the effects of this on their bodies. Children have adequate access to outdoors during term time, for example, through visiting the local park. Such outings enable children to learn to take managed risks by using more challenging apparatus. Children's understanding of dangers and keeping themselves safe is reinforced through themes and activities, for example, they recently enjoyed the theme of Bonfire Night.

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

Children are not sufficiently safeguarded because staff are unclear about their roles and responsibilities. There is no staff member within the setting to take lead responsibility for safeguarding children and there is conflicting and confusing information as to who staff should approach within the organisation with any concerns. Consequently, child protection issues cannot be dealt with promptly and effectively, in order to promote children's welfare. Staff do, however, have regular training and can identify possible signs of abuse or neglect. However, this is insufficient in ensuring they have a secure knowledge of the out-of-school club's safeguarding policies and procedures, such as how to report concerns or seek advice outside of their own organisation. This is a breach of requirements. There are, however, other practices which contribute to maintaining children's welfare. For example, there are appropriate recruitment and vetting procedures, in order to ensure children are cared for by those deemed suitable. Furthermore, access to the club is monitored through use of a bell system, and hazards are identified and minimised appropriately. Staff maintain documents, such as the daily record of attendance, in order to promote children's welfare. However, records are not available to confirm that the fleet of mini buses used for transporting children and the drivers of those vehicles are adequately insured.

Since the last inspection by Ofsted, where the setting received a number of actions to improve and a subsequent monitoring visit, there has been an improvement in knowledge of some aspects of the Early Years Foundation Stage. This means that appropriate changes have been implemented. Staff have established communication channels with the schools children attend, in order to promote a shared and consistent approach to meeting children's individual needs. They have improved planning, ensuring it considers children's interests and enables children more freedom to choose what they would like to do. Each child is now allocated a key person, however, this is not fully effective in meeting children's individual needs because the key-person is not always at work when children

are present. Staff have attended further training to help them to implement the Early Years Foundation Stage. Furthermore, the new manager is developing self-evaluation systems with support from the senior management team, in order to drive continuous improvement. For example, she undertakes regular supervisions with the staff team to review their practice and discuss any training needs, and she cascades information from management meetings. However, systems are not robust enough, leading to a failure to effectively monitor the provision and sustain improvement. This has resulted in a number of breaches in other legal requirements, which means there are also breaches in the legal requirements of the compulsory and voluntary parts of the Childcare Register. For example, the provider has failed to notify Ofsted of a change to the nominated person.

Some aspects of partnership working with parents are promoted with success. For example, they are provided with an information pack when their children enrol and an array of information is displayed. This includes photographs of the key-person groups and notices on the designated parent's board. Furthermore, newsletters are issued regularly, photograph booklets are available to view and general, friendly face-to-face exchanges take place among parents and staff. However, the arrangements for consistently exchanging information about children's care and daily experiences are not effective enough in promoting a shared and consistent approach. This results from weaknesses in the key-person system. Staff continue to build on the relationships established with other providers. For example, they speak with the Reception class teachers regularly and obtain written details of individual and group learning targets from some schools. Where possible, they also view children's records of learning, in order to tap into their interests. Consequently, staff can gain a full picture of all of a child's achievements, in order to complement children's learning and balance children's experiences with those in other settings.

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:

- designate a lead practitioner to have particular responsibility for ensuring the welfare and safety of the children. The lead practitioner must be the provider, the manager or any person who cares for children (compulsory part of the Childcare Register)
- train all staff on the written statement of procedures to be followed if there are concerns about a child's welfare, so they know how to safeguard children from abuse or neglect (compulsory part of the Childcare Register)
- inform Ofsted of any changes to the nominated person (compulsory part of the Childcare Register)
- inform Ofsted of any changes to the nominated person (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

Unique reference number	EY331513
Local authority	Leeds
Inspection number	982402
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	55
Name of provider	Kaleidoscope Day Nurseries Ltd
Date of previous inspection	30/06/2014
Telephone number	0113 253 4968

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

