

St Claire's at Winton

Winton Primary School, Oswald Road, BOURNEMOUTH, BH9 2TG

Inspection date	01/12/2014
Previous inspection date	06/05/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
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

- Staff do not ensure the main exit from the premises is sufficiently secure to ensure children do not leave the premises unsupervised.
- The registered person does not have a clear understanding of their role and responsibilities regarding some requirements of the Early Years Foundation Stage.
- Staff do not provide children with consistent messages regarding their behaviour. As a result, not all children understand what is expected of them.
- Staff have not developed partnerships with the school early years staff in order to meet children's needs more consistently.

It has the following strengths

- Staff provide a good range of activities to support children's interests. Consequently, children enjoy their time at the 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 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 and staff interaction in the play rooms and outdoor play area.
- The inspector sampled children's records and the activity planning documentation.
- The inspector invited the manager to carry out a joint observation.
- The inspector held a meeting with the registered person and manager to assess the suitability and qualifications of staff and management's knowledge and understanding of the Early Years Foundation Stage.

Inspector

Bridget Copson

Full report

Information about the setting

St Claire's at Winton registered in 2008. It is owned by a limited company which operates from Winton Primary School in Bournemouth, Dorset. Children have access to the music room and two classrooms in the school building. There is an enclosed playground and field for outdoor play. Children attend from Winton School. The group offers a breakfast club from 8am to 8.45am and after-school care from 3.15pm to 6pm. The group is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 15 children on roll in the early years age group. The group employs four permanent members of staff, all of whom hold early years qualifications.

What the setting needs to do to improve further

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

- improve the security of the premises to ensure children do not leave the premises unsupervised
- gain a clear understanding of the registered person's role and responsibilities, especially regarding the requirements of the Early Years Foundation Stage for notifications to Ofsted

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

- develop children's understanding of positive behaviour by providing them with more consistent messages
- strengthen the partnerships with school early years staff to meet children's needs more consistently.

Inspection judgements

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

Staff provide children with a balance of free exploration and organised activities linked to children's ideas and seasonal events, such as Christmas. These support children's interests and developmental stage. Staff obtain information about children from their parents on admission. Parents record details of their child's family, interests and some aspects of development in their child's 'My world' form. Key persons use this information to help children settle and enjoy their time at the club. Staff observe children to find out what

interests them and to assess their general development. They discuss children's progress with parents, who advise them of any strengths or areas of weakness in children's learning. However, staff do not have good links with the school Reception class which children attend. This does not help them to further support children as they progress onto the next steps in their learning.

Children arrive at the club happy and seek out activities, friends and staff to talk to and show things they have brought in. Staff explain to children what activities are available to help them choose and settle in. Children quickly find their favourite activities. For example, those who enjoy creative activities chose to make their own seasonal cards using crayons, glue, glitter and coloured paper. Others joined a group painting and decorating a large Christmas tree display. A group of boys set out construction sets on the carpet, building train tracks and adding other resources to extend their play. However, some children became frustrated when others dropped and threw toys which got in their way and disrupted their play.

Staff interact in children's play to help them feel included and involved. They instigate discussions to encourage children to communicate and express themselves. For example, staff encouraged children to talk about their day during snack time, where the room was quieter and children talked in a more relaxed environment. Staff joined in games, such as bingo, to help children complete number games. They provided some challenge by asking children to count and name numerals; this promotes children's mathematical development in a fun activity of their choice. Staff provide children with time and space to practise and build on some of the skills for the next stage in their learning. For example, staff encouraged children to write their names on their artwork, helping to improve their early writing skills. Staff supported children who sought quieter play, such as reading stories together in the book corner. They responded to the requests of more active children who asked to play games outside to help them let off steam. As a result, children enjoy their time at the club.

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

The provider has not taken sufficient action to ensure children are unable to leave the premises unnoticed. This means their safety is compromised. Key persons provide suitable links between the parents and other staff at the club. Although staff do not have good links with the school Reception staff, parents share information with the club staff, such as areas of development in which children need support. This helps to support children's emotional well-being and development appropriately.

Some staff talk to children about what is expected of them, such as kind hands for sharing and listening to others, and explain the consequences of their actions. However, staff do not all apply these strategies consistently. As a result, some children drop, throw and walk over toys unchallenged by staff. This does not help these children learn about what is expected of them and disrupts some children's play. Otherwise, staff interacted appropriately in children's play in a calm and gentle manner. They provided praise to acknowledge children's achievements and consequently children showed their work, such

as the cards they made, with pride.

Staff provide a welcoming environment in which children move around freely and confidently, choosing from a good range of activities for themselves. This helps to promote children's independent play and exploration well. Staff complete a risk assessment checklist to adequately monitor most aspects of health and safety in the setting. They supervise children closely in the outdoor play area, where they keep children in their sight to keep them safe. Staff help children to learn about keeping safe through their safe play guidance and practising the emergency evacuation procedures. Staff provide children with lots of outdoor play time. Children run around to release energy, join in ball games and use the resources to create their own games. This helps to promote children's health and physical development.

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

Leadership and management are inadequate. The inspection took place following information received by Ofsted which raised concerns that children were able to leave the premises unsupervised. In addition, there were concerns raised about adult-to-child ratios, the deployment of the manager, staff induction and training, children's attendance and the appropriate handling of children. This inspection found that ratios are met at all times and there are appropriate arrangements to cover the manager's occasional absence. Management provides new staff with an induction programme. This helps to ensure that the manager and staff are aware of the policies and procedures of the club, including safeguarding children, recording children's attendance and how to respond in an emergency. Staff interact appropriately with children and hold suitable qualifications for their role.

Management have taken actions to help prevent children from leaving unsupervised by installing an alarm to the exit doors. However, when the club was noisy, staff did not hear this alarm sound and on two occasions did not check to see if the person leaving was an unsupervised child. Since installing the alarm, staff have not reviewed the effectiveness of this measure. Consequently, children's safety is compromised. This is a breach of requirements of the Early Years Foundation Stage and those of the associated Childcare Register.

The registered person lacks knowledge and understanding of some of the safeguarding and welfare requirements of the Early Years Foundation Stage. The registered person was unaware of the need to notify Ofsted of the change to the person managing the club. It is a requirement to do so. However, they have followed suitable vetting procedures to help ensure the new manager and all other staff are suitable to work with children. As a result, there is no significant impact on the children they care for. Otherwise, management and staff have a suitable knowledge of the correct procedures to follow if they have a concern about the welfare of a child, and their responsibilities to safeguard children's welfare.

Management deploys staff appropriately and ensures that at least one member of staff

who holds a valid paediatric first aid certificate is present at every session. Management implements adequate systems to evaluate the impact of staff practice on children's well-being and learning. Management observes staff's interactions and carries out supervision sessions, in-house training each month and an annual appraisal for all staff. Management completes some self-evaluation of the club. For example, they record a summary of sessions in a day book which they share with the team at staff meetings. Management uses this to identify their strengths and areas for improvement, such as managing children's behaviour more effectively and promoting a consistent and motivated team. In addition, they have made some improvements since the last inspection which children have directly benefitted from. For example, staff have created a comfortable book area for children to read more peacefully.

Staff share their observations of children with parents to keep them involved. Staff establish suitable partnerships with parents and provide them with information about all aspects of the provision. Staff keep parents informed through face-to-face communication each day, displays and newsletters. This helps to promote children's needs consistently.

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:

- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (compulsory part of the Childcare Register)
- inform Ofsted of the appointment of a new manager of the setting (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised (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	EY380262
Local authority	Bournemouth
Inspection number	998931
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	48
Number of children on roll	15
Name of provider	St Claires After School Clubs Ltd
Date of previous inspection	06/05/2009
Telephone number	01202 303742

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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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