

Kidsafe

Tarvin Primary School, Heath Drive, Tarvin, CHESTER, CH3 8LS

Inspection date	27/11/2014
Previous inspection date	14/07/2014

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The atmosphere in the club is calm and relaxing. Staff provide an adequate range of activities to promote children's play and learning.
- Staff develop friendly relationships with parents and exchange appropriate information with them, which contributes to meeting children's needs.
- Children display positive behaviour. They benefit from warm relationships with staff, which helps to support their emotional well-being.

It is not yet good because

- Staff are not fully secure in their understanding of the procedures for dealing with allegations against staff, which does not fully meet child protection requirements.
- Children are not always given enough opportunities to develop their independence and sense of responsibility, particularly at snack time.
- Self-evaluation lacks a whole team approach to reflecting on practice, identifying strengths and setting clear targets for improvement.

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 observed activities in the main hall and outside play area, and carried out a joint observation with the manager.
- The inspector spoke with staff, children and parents, and held discussions with the provider and manager.
- The inspector checked evidence of suitability and qualifications of staff, and sampled a range of other documentation.
- The inspector sampled parent questionnaires and took account of the views of parents spoken to on the day.

Inspector

Jan Linsdell

Full report

Information about the setting

Kidsafe was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. It operates from the main hall in Tarvin Primary School in Tarvin, Cheshire, and is managed by private individual. The club serves children who attend the host school. Children have access the school grounds for outdoor play. The club employs five members of childcare staff. The provider and manager hold appropriate play work qualifications at level 3. The club opens Monday to Friday, from 7.45am until 8.45am and 3.15pm until 6pm during term time only. Children attend for a variety of sessions. There are currently 57 children on roll, five of whom are in the early years age group.

What the setting needs to do to improve further

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

- ensure staff fully understand the safeguarding policy and procedure, specifically the actions to be taken in the event of an allegation being made against a member of staff.

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

- increase opportunities for children to develop their independence and self-care skills, for example, by giving them more responsibility to prepare and serve their own snacks
- develop more robust procedures for self-evaluation, for example, by involving all staff in the process of reflecting on practice, identifying strengths and setting clear targets for improvement.

Inspection judgements

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

Practice is improving and overall, staff display adequate teaching skills. They organise the hall with a sufficient selection of resources and activities to support children's interests, including paper and writing materials, construction and role play. Children can also use the school library, which enables them to use books for different purposes and supports their interest in reading. Staff interact with the children appropriately and talk to them as they play, which encourages their communication skills. They provide regular opportunities for children to play outside, where they run, climb and balance. This helps to promote children's physical development.

Staff plan some craft activities for children to enjoy, such as making Christmas decorations. They offer gentle encouragement and provide support when needed, as they demonstrate what children need to do to complete the task. Consequently, children learn how to use resources appropriately, such as scissors and they develop a sense of pride in their achievements. Photograph albums show children enjoying different activities, such as celebrating special events, trying on the new dressing-up clothes and tasting ethnic foods. Consequently, children's needs are adequately met and they are developing some of the skills to support their future learning.

Engagement with parents is generally sound and relationships are friendly. Informal arrangements are in place for sharing information with parents. For example, staff talk to parents at the end of the session and provide some basic information about how the children have been. Some parents highlight that staff provide some useful updates, such as about, 'how their child's confidence is improving'.

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

Staff aim to create a relaxed and homely environment. They demonstrate a calm and caring approach towards children, which contributes to supporting their emotional well-being. The key-person system fosters warm relationships and children develop friendships with one another. Parents comment about children being happy and say, 'staff take the time to get to know the children'. Consequently, children feel comfortable, settled and confident in familiar surroundings.

Children exercise daily and eat healthy snacks, which contributes to promoting a healthy lifestyle. They are kept safe on the premises, for instance, because staff provide appropriate supervision, conduct head counts and ensure outside gates are secure. Children show some awareness of the boundaries in place to keep them safe, for instance, as they explain where they can play outside and why they cannot go on the tyres during wet weather. Children play cooperatively together and their behaviour is generally good. Staff use suitable systems, such as star charts, to reward children's efforts. This helps to promote their confidence and self-esteem.

Staff escort children to the bathroom, due to its location from the school hall. They provide anti-bacterial gel, so that children can clean their hands before eating food. Some improvements have been made to the snack time routine, but there is still room to improve this further. For example, children are no longer distracted by the television, as this remains switched off. This helps to create a calm atmosphere, where children can talk and engage in conversations with each other. However, staff prepare and serve all the food, without involving children in the process. As a result, children are not given enough opportunities to develop their independence and self-care skills.

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

Since the last inspection, the provider has taken sufficient action to tackle identified weaknesses. Staff are beginning to make better use of the Early Years Foundation Stage framework, which is helping to improve their knowledge and responsibility to meet requirements. They are accessing information from a particular website, to give them ideas for different activities to do with the children. Use of the television is now limited, so that children have more opportunities to engage in conversations with one another. Required records about staff, such as qualification certificates and Disclosure and Barring Service checks, are readily accessible to confirm their suitability to work with children. A new mobile telephone and camera policy has been devised and implemented. Risk assessments are conducted and new security arrangements relating to external gates have been discussed and agreed with the school. As a result, children's safety has improved.

Staff have a basic awareness of the procedures for safeguarding children. They have completed an online safeguarding course, so that they know how to identify and report any concerns about children's welfare. However, they are less familiar with the procedures for managing concerns or allegations about staff, even though this is clearly outlined in the safeguarding policy. Consequently, the arrangements to protect children are not fully robust. The provider and manager hold suitable qualifications in play work. They maintain regular contact with each other to discuss any issues in the club. The manager works alongside staff and monitors their performance informally. All staff hold valid certificates in first aid, which contributes to promoting children's health and safety.

The provider is starting to consider self-evaluation, but she is not yet involving staff in this process. Consequently, a whole team approach to reflecting on practice and driving improvements in the club is not well embedded. Parent questionnaires have been used in the past to help develop practice and these are due to be issued again shortly. Partnership working with parents and teachers is adequate. The manager communicates with the reception class teacher about the children's day and makes sure any important messages are passed on to parents. Discussions with parents confirm that they are satisfied with what the club has to offer.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	EY388877
Local authority	Cheshire West and Chester
Inspection number	984390
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	57
Name of provider	Carol Ann Crute
Date of previous inspection	14/07/2014
Telephone number	01829 740 399

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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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