

Daisy Club

St. Johns Primary School, Daisy Bank Avenue, Pendlebury, Swinton, MANCHESTER, M27 5FU

Inspection date	03/12/2014
Previous inspection date	25/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
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

- Staff demonstrate suitable knowledge of how to recognise the signs of abuse and neglect, and know how to make a referral in relation to child protection concerns, if this is required.
- Staff place a strong emphasis on providing a stimulating and welcoming environment for children, which means children can choose freely and become engaged in activities from the moment they arrive.
- Partnerships with parents and other professionals are well established. Staff communicate well with parents and share information about their child's care, learning and development.

It is not yet good because

- The manager does not check all staff's suitability, including taking up references and checking existing Disclosure and Barring Service Checks for criminal convictions or cautions, while waiting for new checks to be processed.
- Staff do not always manage children's behaviour consistently, using agreed strategies, to fully support children to understand the expectations for what is acceptable behaviour, which means there are occasional lapses in their behaviour.

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 carried out a joint observation with the manager.
The inspector checked evidence of suitability of the staff working with children, the provider's self-evaluation and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day and written in parental questionnaires.
- The inspector observed activities throughout the club in both indoor and outdoor spaces, and discussed these with staff.

Inspector

Helen Gaze

Full report

Information about the setting

Daisy Club opened in 2000 and was re-registered in 2007 and is managed by a private provider as a limited company. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club provides an out of school care service for pupils who mainly attend St John's Primary School and the neighbouring St Luke's Primary School. It opens Monday to Friday, during school term time, from 7.15am to 9.15am and 3.15pm until 5.45pm. It also opens during school holidays from 7.45am until 5.45pm with the exception of Christmas holidays. There are currently 200 children on roll. Of these, 20 are in the early years age range. The out of school club employs nine members of staff, including the manager. Of these, four hold appropriate childcare qualifications at level 3 and one has a play worker qualification.

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 robust vetting process is in place, including taking up references and checking existing Disclosure and Barring Service Checks to check that staff looking after children are suitable to do so.

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

- develop consistency in behaviour management, so that staff use agreed and consistent strategies to manage children's behaviour, including setting clear expectations and providing clear guidance for children about what is acceptable behaviour.

Inspection judgements

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

Staff place a strong emphasis on providing a stimulating and welcoming environment for children, where they can choose freely and become engaged in play from the moment they arrive. Staff provide interesting activities for children based upon their interest, in a spacious and well-thought-out environment. Staff gather information about children's interests through the 'ideas board' and by talking with children and their parents about the things they enjoy. As a result, children arrive happy and ready to take part in activities, making good progress in their development. Most children attend the school where the club operates, and staff appreciate that they have spent a whole day learning at school. Therefore, they are mindful of providing activities and opportunities that the children find enjoyable.

Staff successfully use their knowledge of children's interests to provide a balance of child-initiated and adult-led activities. For example using children's interest in baking, staff create an exciting, Christmas themed area where children show great pleasure in creating and decorating cakes, supporting their creativity and imagination. Children easily access a wide range of resources and make choices throughout the session about the things they want to play with. This helps children to enjoy and achieve what they set out to do, and become actively engaged and motivated in learning. As a result, this helps them in developing positive attitudes for future learning at school. Children thoroughly enjoy being imaginative and creative as staff provide good opportunities for them to express their own ideas. For example, children express themselves creatively as they use a selection of resources to make up their own stories to support their role play. Staff effectively support children's communication and language development as they interact well with them as they play, engaging them in discussions and asking meaningful questions. This ensures children are becoming confident communicators with staff and their peers. Children thoroughly enjoy being outdoors and have many opportunities to become physically active. They have direct access to the school grounds in all weathers, which provides children with ample space to run, climb and to become involved in organised sport. As a result, children develop a healthy attitude to being physically active outdoors.

Partnerships with parents are well established. Staff communicate well with parents in a variety of ways and share information about the activities. For example, the manager has recently set up a website page to allow her to update parents about the activities children take part in and the events that take place throughout the year. Parents also receive information through newsletters, social media and by email and text messaging. Staff use a variety of ways to communicate with parents, which helps to keep them fully updated all of the time. As a result, parents feel fully included in the club. Staff have strong links with teachers at the school. They pass information between teachers and parents, which helps to provide children with consistency in their care, learning and development. Children benefit from a range of visitors at the club, which the manager and staff organise frequently. For example, children benefited recently from visits by the police, fire brigade and a dance teacher. As a result, children are developing a good awareness of the wider community and the wider world around them.

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

Children appear to feel safe and secure at the club, and they have developed trusting relationships with staff who mostly support them well. However, the manager has not made certain that vetting processes are robust enough to fully ensure children are safeguarded. Though the manager has failed to suitably vet some staff at the club, to ensure they are suitable to work with children, she has developed extra safety measures to ensure unvetted staff do not have unsupervised contact with children. As a result, the impact on children's safety and well-being is low. Children find the move from school to the club easy and show familiarity with their surrounding. This is because some children attend the host school and others have attended settling-in visits to get to know the staff and children. Some staff have high aspirations of children and are positive role models, showing patience and respect, and some staff reinforce positive behaviour. However, not

all staffs' behaviour management techniques are effective or as consistent as others. For example, some staff do not fully explain to children the impact or consequences for their actions. This means that there are occasional lapses where some younger children do not behave appropriately or follow the rules of the club. As a result, behaviour is not always managed effectively to support children to understand the expectations for their behaviour.

Staff provide breakfast and offer snack to children after school. Mealtimes are social occasions, where children sit together to talk and discuss their day at their own pace. Children may choose to have their snack when they are ready and leave the table when they have finished, providing more play time for children. Staff allow children to help choose the meals that are prepared, which helps children to enjoy the food staff offer. Most staff have attended training in food hygiene to help them to follow the required procedures when handling food in the designated kitchen area. Children develop valuable independence skills as they pour their own drinks and take care of their own needs. Children mostly remember to wash their hands before eating. However, where there are occasional lapses, staff remind children and encourage them to do this for themselves, which provides them with further opportunities to develop an understanding of keeping healthy.

Staff support children as they learn to take risks in their environment. For example, children climb trees in the outdoor area, supported by staff, who remind them not to go too high. Staff provide children with high-visibility jackets to help them to know where children are and to keep them safe in the playground. Staff have organised visitors to attend the club to teach children basic first aid. Children learn about responding to emergencies, how to contact emergency services and administer basic first aid. This supports children with keeping themselves and others safe. Children demonstrate further that they have a suitable understanding of how to promote their own safety. For example, children tell staff when they are leaving the hall to visit the bathroom or to play outdoors, so that staff know where they are all the time. This ensures children develop their own understanding of risk as they learn how to keep themselves safe.

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

The manager has not done all that she can to ensure that the safeguarding and welfare requirements of the Early Years Foundation Stage are fully met. The manager has failed to ensure that all adults working with children are appropriately vetted, and evidence of the checks used to assess staff's suitability before they begin employment is not available. This means the manager has not obtained suitable references for some employees and has not checked if they hold an existing Disclosure and Barring Service check to make certain they have no previous convictions and cautions, while new checks are being processed. However, although some staffs' suitability has not been checked, the manager has developed suitable measures to support children's safety and well-being, including ensuring that appropriately checked staff deploy themselves well to sufficiently supervise unvetted staff. This helps to ensure children are supervised well both indoors and outdoors, because staff work well together by keeping one another updated about where

they are. As a result, children are not at risk of spending time alone with unvetted staff. Nevertheless, failure to check the suitability of some staff is a breach of a welfare requirement of the Early Years Foundation Stage, and also the compulsory and voluntary parts of the Childcare Register. Staff demonstrate suitable knowledge of how to recognise the signs of abuse and neglect, and know how to make a referral in relation to child protection issues, if this was ever required. Staff suitably assess the risks outdoors before children go out to play. For example, they close the gates and check that the area is secure.

The manager works directly with staff and children, and staff performance is suitably monitored as she works alongside them. Some staff are first-aid trained and are present when children attend the club, which means staff have suitable expertise to deal with accidents and to respond to emergencies. Self-evaluation shows the areas of strength and weaknesses of the club, and the manager demonstrates sufficient aspirations to improve. As a result, improvements since the last inspection are evident. For example, children's ideas about the activities and resources they wish to play with are now taken into account to support their enjoyment. Children complete questionnaires and state that they enjoy all the activities at the club. Staff collect the views of parents through daily discussions, parental questionnaires and the club's website and social media pages. This allows parents to express their views and opinions. For example, some parents state how it was difficult to find their child's belongings at the end of the day. As a result of this, the manager purchased coat and bag racks for children to store their belongings, thus showing the capacity to make continued improvements.

Staff speak with parents at the end of each day to update them with any messages from teachers. Managers and staff work in partnership with the early years teachers at the school to find out about the things children are learning. They use this information to help them to plan activities at the club, hence, complementing the learning that takes place at school. This means children benefit from consistency in their care, learning and development. The manager and staff understand how to gain support and guidance from other professionals which helps them to meet children's individual needs if required.

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 staff who work with children are suitable to do so, including obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure staff who work with children are suitable to do so, including obtaining an

enhanced Disclosure and Barring Service check (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	EY358373
Local authority	Salford
Inspection number	863547
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	200
Name of provider	Daisy Club Ltd
Date of previous inspection	25/02/2009
Telephone number	0161 9212131

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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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