

# Sherwood Childcare Berry Hill

Berry Hill Primary School, Blackscotch Lane, Mansfield, Nottinghamshire, NG18 4JW

<b>Inspection date</b>	09/12/2014
Previous inspection date	11/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
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 are not sufficiently safeguarded because the provider does not obtain a disclosure and Barring Service check in a timely way, in respect of every person aged 16 and over who works directly with children. This results in the leadership and management being ineffective overall and places children at risk.
- Staff occasionally provide children with activities that lack sufficient challenge to enable them to build further on the learning that takes place in school.
- Staff sometimes show children what finished craft activities should look like. As a result, the finished product becomes more important than the process of creating it. This does not help to enhance children's developing creativity.
- Staff do not organise everyday routines to further support children's self-help skills or promote children to be engaged in purposeful play. This is because children are expected to sit for too long while staff prepare snacks.

### It has the following strengths

- Children's behaviour is good because staff provide clear guidance to the children about the expectations of their behaviour. Praise and encouragement from staff ensures children feel confident and valued.
- Staff have suitable partnerships with parents and the host school to complement children's learning experiences.

## 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 children during activities indoors and outdoors.
- The inspector looked at a range of documentation.
- The inspector spoke with the staff, children and the manager at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the provider's improvement plans.
- The inspector took into account the views of parents spoken to on the day and information included in the club's own parent survey.

## Inspector

Dawn Larkin

## Full report

### Information about the setting

Sherwood Childcare Berry Hill was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a classroom within Berry Hill Primary School, Mansfield in Nottinghamshire and is privately owned. The club serves the children from the school. Children have access to an enclosed outdoor play area. The club employs four members of childcare staff. Of these, three hold an appropriate early years qualification. One member of staff has a level 4, one has a level 3 and one has a level 2 qualification. One staff member is unqualified. The club opens Monday to Friday, term time only. Sessions are from 3.20pm until 6pm. Children attend for a variety of sessions. There are currently 57 children attending and of these, there are three who 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 that a Disclosure and Barring Service check is obtained for every person aged 16 and over who works directly with children, and that these checks are completed in a timely manner.

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

- provide children with activities that consistently offer a good level of challenge so they can build further on the learning that takes place in school
- allow children more freedom and choice to express their own creativity as they explore and use different media and materials
- improve the organisation of daily routines, so that children are able to be more independent and can become more involved in purposeful play.

## Inspection judgements

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

Children receive a suitable mix of child-initiated and adult-directed play. Staff interact effectively with children to support their play. For example, when children are racing wind-up Santas, staff suggest the children make a race track and encourage children to think about how they can make the toys go around corners. Staff use observations of children's

achievements and interests, together with children's suggestions to plan activities that they enjoy and that complement their learning. However, on occasions, some activities do not offer a good level of challenge and some children move away from the activity because it does not engage their curiosity sufficiently. Consequently these activities do not offer sufficient opportunities for children to build on what they already know and can do, or have learned in school.

Children take part in a range of activities. They enjoy practising their emerging literacy skills when writing Christmas cards. Children are excited by their letters from Santa and staff read the individual letters to the younger children. This encourages children's interest in and enjoyment of reading. Children's opinions are valued and the children offer each other extra support when needed. This is because staff model a caring and calm attitude towards all the children. Creative activities are very popular within the club and the children are keen to be involved, creating Christmas cards and decorations. However, sometimes staff show children what the finished craft activity should look like and direct the children to place resources according to photographs of the finished product. As a result, the finished product becomes more important than the process of creating it. This stifles children's developing creativity.

The club has established good relationships and communication with parents about their children's well-being. Parents are kept informed about the club through information provided on notice boards and through regular verbal communication. Younger children are assigned a key person who is introduced to parents when their children start at the club. The key person supports the children's well-being and encourages them to build on their knowledge and skills while attending the club. They complete a book about the children's achievements, which is shared with the child's class teacher. This demonstrates that the club works well with the host school to support families and to complement the learning that takes place in school.

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

The provider has failed to meet a welfare and safeguarding requirement and consequently, children's sense of security and well-being is compromised. The provider completes and obtains Disclosure and Barring Service checks on the vast majority of the staff. However, there are occasions when these checks have not been obtained in a timely manner on a small number of staff. This means that children are not sufficiently safeguarded.

Staff encourage children to develop their independence skills and emotional readiness for their next stages in learning. For example, they support children in their understanding of acceptable behaviour and encourage them to share, listen, be kind and helpful to each other. Staff consistently offer praise and encouragement, which helps to promote children's self-esteem and confidence. Children play and behave well together because staff give them clear boundaries and children understand what is expected of them. This is reinforced by the club rules that are displayed on the notice board to ensure all children and parents are aware of these.

Children are happy at the club and demonstrate clear attachments with all the staff. This supports the children to feel settled and to form good relationships with each other. The club has a key-person system in place to ensure the youngest children's well-being is suitably managed and consistent links are built with parents. Young children clearly enjoy the company of their key person and the encouragement they receive when taking part in activities.

The club promotes children's understanding of a healthy lifestyle because children are given ample opportunities for exercise and outdoor play. Outside, the children enjoy playing football and practising dance routines. Snacks provided offer children a variety of nutritious foods. However, during snack time children are expected to sit for too long while they wait for staff to prepare their snack. This denies children the opportunity to develop their independence by preparing and serving the snack themselves. In addition, they miss out on opportunities to be involved in purposeful play because the length of time this routine takes to be completed is too long.

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

The leadership and management of the club is inadequate. The provider and manager do not demonstrate a sufficient understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This has a direct impact on children's safety and well-being. For example, the provider has failed to obtain a Disclosure and Barring Service check on a member of staff in a timely fashion, following a break in service of over three months. This means that legal requirements are not met. This also applies to the Childcare Register. The provider and manager have some appropriate systems in place to ensure those working with children are suitable to do so. For example, they gain references from previous employers prior to staff starting work at the club. Staff demonstrate a clear understanding of the signs and symptoms of abuse and can describe procedures that they would follow to protect children from harm or neglect, should a concern be raised. They are vigilant about the security of the premises and check all visitor's identity before allowing them entry. They supervise children appropriately and carry out daily safety checks to ensure areas the children use are safe. Accidents are monitored and there are clear procedures in place for the recording of these and the sharing of this information with parents. All staff hold current, paediatric first-aid certificates and the vast majority have suitable qualifications to work with young children.

The club has made some improvement since the previous inspection by Ofsted. As a result, they have met the action that was set and have addressed all recommendations raised. Children's health and well-being is now promoted further through the use of plates at snack time. The key-person system has been strengthened because parents are now aware of who specifically supports their child during their time at the club. Through team meetings, training and induction all staff understand their roles, responsibilities and their accountability. This ensures their roles and responsibilities are clear, offering clear direction and challenge to the club to secure improvement. The provider and manager formally monitor practitioner's performance through supervision and informally through observation and working alongside the team. They use this information to identify

training needs and to target support. Staff are then supported to attend relevant courses in order to improve their knowledge and skills to further enhance the children's learning. For example, the whole staff team have received training about observation, assessment and planning to help children to build on what they already know and can do. Staff visit the linked after-school clubs to observe and share good practice.

Good partnerships with the host school are in place to ensure continuity in children's learning and care. This ensures children's individual needs are met and that staff can complement the learning that takes place in school. There are suitable partnerships with parents. Children's and parents' views are sought to help support and develop the provision and parents are appropriately involved in their child's care.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Not Met (with actions)</b>
The requirements for the voluntary part of the Childcare Register are	<b>Not Met (with actions)</b>

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

- ensure that the manager is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that the manager is suitable to work with children, which must include 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

<b>Unique reference number</b>	EY407262
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	996357
<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>	30
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Sherwood Childcare Options Ltd
<b>Date of previous inspection</b>	11/12/2013
<b>Telephone number</b>	07859 666155

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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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