

Harwell After School Club

C/o Harwell School, The Styles, Harwell, Didcot, Oxfordshire, OX11 0LH

Inspection date	09/12/2014
Previous inspection date	17/03/2011

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		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 safeguarded because some staff do not have a Disclosure and Barring Service check and are left unsupervised with children. In addition, staff have not been subject to robust recruitment or induction procedures. The provider has also failed to implement a procedure to check ongoing suitability of staff. These are breaches in requirements.
- Staff have not gathered enough information on how to meet the medical needs of some children, and have not obtained prior written permission for the administration of medication.
- Information sharing between schools has not been established to support children's learning or well-being.
- The provider has failed to notify Ofsted of changes to the committee. Some required documentation is not kept on site, such as suitability checks on staff. The attendance record lacks accurate details of the times children arrive and leave.
- The provider does not sufficiently evaluate or monitor the quality of the service it provides. As a result, it has failed to identify or address key areas for improvement.

It has the following strengths

- Staff have caring relationships with children and involve themselves in activities.

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 in the main rooms of the club.
- The inspector held discussions with the manager and the chairperson of the club.
- The inspector spoke to members of the staff team about their understanding of the settings policies and procedures.
- The inspector looked at evidence of suitability of staff working with children in the club, and a range of other documentation.
- The inspector also took into account the views of children and parents.

Inspector

Melissa Cox

Full report

Information about the setting

Harwell After School Club registered in 1998 and is managed by a voluntary committee of parents. The club operates from three base rooms in Harwell Primary School. The children have access to the hall, technology suite, Key Stage 1 cloak area and outdoor play facilities. There are currently 19 children on roll, aged from four to 11 years, of these; one child is in the early years range. The club is open from Monday to Thursday, during school term times. Sessions are from 3.15pm to 5.45pm. Children attend for a variety of sessions. The after school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club employs 11 staff who work on a part-time basis in the club; six of these hold relevant qualifications.

What the setting needs to do to improve further

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

- implement an effective system to ensure that staff, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable with specific regard to completing identity checks and following the setting's vetting procedures
- obtain an enhanced criminal records disclosure in respect of every person aged 16 and over who works directly with children
- ensure that people whose suitability has not been checked, including through a Disclosure and Barring Service check, to have unsupervised contact with children being cared for
- implement a policy, and procedures, for administering medicines that includes obtaining prior written permission from the child's parent and/or carer along with up-to-date information of children's requirements for medication to support staff in meeting children's specific medical needs
- ensure that all staff receive induction training to help them understand their roles and responsibilities with specific regard to information about emergency evacuation procedures, safeguarding responsibilities, deployment and health and safety issues
- implement a procedure to ensure ongoing staff suitability that includes informing staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting)
- ensure records of staff checks and vetting procedures, including the Disclosure and Barring Service check reference number, the date a disclosure was obtained and details of who obtained it are easily accessible and available
- maintain a daily record of the names of the children being cared for on the premises and their hours of attendance, with particular regard to times of departure.

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

- improve on the quality of information shared with other schools to ensure that information is shared to promote consistency of learning and well-being, particularly for those children who do not attend the host school

- develop robust self-evaluation and monitoring procedures in order to support the identification and implementation of a targeted improvement action plan.

Inspection judgements

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

Staff have an adequate level of knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. They recognise their role in complementing children's learning from school and recognise that the children have had a busy day and need time to unwind. They ask for children's suggestions and help them choose some of the resources at the beginning of each session. This helps to engage children in expressing their choices, including their likes and dislikes. This information is then used by the key person to broadly plan for children's individual needs. As a result, children are engaged in activities that they enjoy and find interesting.

Staff understand how children learn and develop. They plan activities to promote children's development and support the skills they need at school to be successful learners. Children learn about the wider world through a range of games and jigsaws that help them to value the similarities and differences between themselves and others. They spend time colouring, take part in craft activities and are encouraged to count routinely in their play and enjoy number matching games which help the development of early mathematical skills. They are suitably supported in their play by staff who sit alongside children and show an interest in what they are doing. They discuss topics of interest and this allows staff to ask children a range of questions to promote conversation and thinking skills. All children listen well to each other and take turns to speak, which promotes their social skills well. As a result, their language and communication skills are developing well.

Staff provide parents with verbal feedback on children's development, which helps to keep parents suitably informed about some aspects of their child's progress. Parents also receive regular newsletters, and displays keep them informed on activities and upcoming events. Some information about children's learning and well-being is also shared with the host school, supporting a complementary approach to children's learning and development. However, this has yet to extend to the other schools that early years children attend.

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

Children's safety cannot be assured as not all staff in the club have been subject to robust suitability checks. Furthermore, occasionally, staff who have not been checked as suitable to be working with children are left alone unsupervised with children. This compromises children's well-being. However, staff are observed to be friendly and caring. They have developed positive relationships with the children, who enter the setting happily and are

familiar with the routines. They greet staff cheerfully and enthusiastically talk to them about their school day. They show familiarity with the routines as they sort out their bags on arrival and sit ready for the register and snack time. There is a suitable key-person system, and children's care and development is overseen by their key person. However, staff do not routinely gather enough information about some children's allergies or disabilities, so when children start at the club, staff do not have enough information to help children feel included or to keep them safe.

Staff manage children's behaviour suitably well. Staff are good role models and encourage the children to develop good manners and involve them in games where they have to share and take turns. This supports the children's well-being as they begin to understand the needs of others and develop a sense of mutual respect. Children play well together and enjoy each other's company. Young children respond well to older children and actively seek them out to share role-play games, or to colour pictures. Older children are kind and sensitive to the youngest children and are good role models. Staff calmly divert any unwanted behaviour. For instance, they notice when children become increasingly boisterous. They recognise when to step in and calm the children down, while explaining the benefits of playing appropriately and safely. Consequently, children's behaviour is good. The learning environment is suitably safe, welcoming and adequately resourced.

Children are aware of their safety and that of others. They follow the rules and expectations of the club because they have helped to set them. They know not to answer the door when parents arrive and they wait patiently in their base room for register time before playing, to allow staff to check they are present. This means children are starting to take responsibility for their own safety.

There are poor procedures in place to support children's continued good health. Staff have failed to gather robust levels of information about children's medical needs, to take action in the event of a medical emergency. They have also failed to obtain prior written permission for the administration of ongoing medication from parents, and do not have a record of the dosage required or how to administer it. This means that they are unable to act quickly should a child become ill or need their medication.

Further procedures to support health needs are adequate. Staff hold appropriate first-aid qualifications and inform parents of any accidents that occur in the club. Opportunities are provided for the children to use the outdoor play areas, particularly when the weather is good, and this provides children with adequate exercise and fresh air. Children engage in exercise inside when the weather is bad; for example, they enjoy games of hockey in the main hall. Staff also create comfortable areas for children to sit and talk to each other while they rest and relax after their school day. Children are well nourished through supplementary snacks of fruit and non-sugary foods. There are plenty of healthy drinks available throughout the session. This supports the children's understanding of a healthy lifestyle. Children develop appropriate self-care skills as staff encourage them to wash their hands before snack. This supports the children as they develop independence.

The effectiveness of the leadership and management of the early years

provision

The provider has an inadequate understanding of its responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage and the associated requirements of the Childcare Register. It has failed to notify Ofsted of changes to the committee within prescribed timescales. This means that Ofsted does not have a complete record of the registered persons and, therefore, cannot complete the required suitability checks. In addition, it has failed to implement robust recruitment and vetting procedures to assure staff's suitability to work with children. This is because the provider fails to obtain sufficient details about staff's identity when they start and fails to keep a record of their details on site. New staff do not have a Disclosure and Barring Service check. In addition, the provider is unable to provide proof that more established staff have been subject to these checks as the necessary documentation is not readily available. This places children at risk as occasionally unvetted staff are left with groups of children while vetted staff attend to routine tasks. In addition, new staff are not provided with a robust induction procedure when they first start. This means that they do not have a clear understanding of their roles and responsibilities in the club, for example the procedures to follow if they have a concern about a child or a member of staff, the details of the evacuation procedure and how to deploy themselves to ensure children's safety.

Procedures to ensure staff's ongoing suitability to work with children at the setting are poor. The manager has attended training recently that has raised her awareness of the requirement to monitor staff's ongoing suitability. She demonstrates a good understanding of this requirement but has not implemented a procedure to monitor this yet. As a result, staff do not yet know that they are to inform the manager of changes to their suitability. Further safeguarding procedures are adequate, and generally meet the needs of the children attending. Staff are suitably trained to recognise any concerns they have about a child in their care. The designated person for safeguarding has a good understanding of the procedures to follow should she need to make a referral. There is a suitable regard to implementing the mobile phone and camera policy, and staff challenge visitors to the setting to ensure they adhere to this at all times. Risk assessments adequately ensure the safety of children, and the premises are safe and secure. Locked doors mean children are kept safe in the building and parents are greeted at the door by staff. This means all people entering the building are vetted by staff in order to keep children safe.

The provider has not evaluated its practice to identify its strengths and areas to improve. Therefore, there is insufficient focus on driving improvements. In turn, these oversights affect children's safety as there are a number of breaches in requirements. For example, in addition to the breaches in staff suitability, the attendance registers are not accurately maintained and do not show all children's departure times. Consequently, this does not actively promote children's ongoing welfare, particularly in the event of any child protection concerns or if a child were to become lost in the school. However, the new manager demonstrates a suitable capacity to improve. She has ably addressed some issues within the club, such as staffing and resources, which has a positive effect overall on children's experience in the club. Arrangements for performance management are in place, and supervision meetings are due to take place in the upcoming weeks, in order to address any performance issues. Staff have opportunities to access training and this is

beginning to have some effect on practice, as staff revise and implement new procedures. Recommendations from the last inspection have been suitably met.

Partnerships with parents are friendly. Staff take time to talk to parents each evening, and keep them informed of events and activities at school and in the club. They liaise with them regularly and work together to ensure all children's needs are met. Suitable partnerships with children's teachers in the host school mean that information is passed on in a timely manner and children's learning is generally supported well.

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:

- train all staff on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register)
- implement effective systems to ensure that the registered person, the manager and any person caring for, or in regular contact with, children; and any person who lives or works on the premises where childcare is provided (including on a voluntary basis) is suitable to work with children which, must include obtaining an enhanced Disclosure and Barring Service check
- keep records any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- Keep records of the name, home address and telephone number of every person living or working on the premises on which childcare is provided (or the part of the premises where the childcare is held (compulsory part of the Childcare Register)
- inform Ofsted of the following: the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body(compulsory part of the Childcare Register).
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- keep a record of the name, home address and telephone number of every person living or working on the premises on which childcare is provided (or the part of the

premises where the childcare is held (voluntary part of the Childcare Register)

- implement effective systems to ensure that the registered person, the manager and any person caring for, or in regular contact with, children; and any person who lives or works on the premises where childcare is provided (including on a voluntary basis) is suitable to work with children which, must include obtaining an enhanced DBS check (voluntary part of the Childcare Register)
- keep records of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (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	134506
Local authority	Oxfordshire
Inspection number	841073
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	19
Name of provider	Harwell After School Club Committee
Date of previous inspection	17/03/2011
Telephone number	07854 73518

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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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