

Castle Kids Club

Herons Moor Community Primary School, Highlands Lane, Weston-super-Mare, Avon, BS24 7DX

Inspection date	17/12/2014
Previous inspection date	22/08/2014

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		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

- Children are happy and develop good relationships with key staff. They behave well and are respectful as staff are clear about expectations.
- The staff plan suitable activities and encourage children to make decisions about their play independently. Therefore, they are able to be physically active or to play quietly after their day at school.
- There is adequate staffing of suitably vetted adults to support children's safety and welfare.

It is not yet good because

- The leadership team have not informed Ofsted of changes in the manager.
- Although there are sufficient paediatric first-aid trained staff, they are not always deployed appropriately to ensure they can take prompt action in an emergency.
- There is a suitable range of resources available overall, although newer children to the club are not always sure where to find them independently.
- Self-evaluation is not fully effective as the leaders have not identified breaches in requirements.

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 inspection observed the rooms used for childcare.
- The inspector observed children playing inside.
- The inspector spoke to members of the committee, staff and children throughout the inspection.
- The inspector offered a joint observation.
- The inspector sampled a range of documentation including learning diaries, self-evaluation, policies and procedures.

Inspector

Rachael Williams

Full report

Information about the setting

Castle Kids Club registered in 2006. It operates from The Campus in Weston-super-Mare, North Somerset. Children have access to a conference room, hall, sports hall, computer suite, art and craft room, food technology room and toilet facilities on both floors. Children have access to an enclosed outdoor area, which includes adventure play equipment. All these facilities have disabled access. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. At present, there are 93 children on roll, of whom 5 are in the early years age group. The group runs from 3.15pm to 6pm every day during term time; the group also provides a breakfast club from 8am to 8.45am. There is also a holiday play scheme during the school holidays from 8am to 6pm. The voluntary committee employs 10 members of staff to work directly with the children. The joint managers both hold early years qualifications at level 3. All other staff, except three, have qualifications in play work or early years to at least level 2.

What the setting needs to do to improve further

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

- take account of deployment of paediatric first-aid trained staff to ensure that a first aider is able to respond to emergencies quickly, especially when collecting children from other schools.

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

- develop the organisation of the learning environment so that children are aware of all the resources available to them
- increase consistency in using self-evaluation procedures to maintain continuous improvement.

Inspection judgements

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

Staff plan a good range of activities to support children's interests and encourage them to engage in different experiences. Staff understand that some children need a quiet time and others need to be physically active after their day at school. Generally, children access resources independently from a wide range. Alternatively, they ask staff to reach games down from a high shelf in the cupboard demonstrating that they understand about how to

keep themselves safe. On occasion, newer children are less confident as they are unsure of what is available in the cupboard. For example, children who attend the setting less frequently are unsure where the colouring materials are stored but are confident in their relationships with staff to ask for assistance. As a result, children are happy and engaged in their choices. As staff sit with the children, they are happy to talk about their day and forthcoming family events.

Children play imaginatively and collaborate with others to extend storylines, such as being police officers. They imagine escorting thieves to the roundabout which serves as a 'jail', saying, 'sit there and don't move'. Children enjoy construction activities. They showed good fine motor skills as they linked small parts together to build swords. They defined roles and played well together. This is because staff model cooperative play, such as playing games, and encourage children to resolve conflicts independently when they arise.

Children listened carefully to instruction and watched actions as they taught each other new hand rhymes, such as 'tic-tac-toe-three in a row'. Staff interacted well, encouraging children to explain the different movements and repeated instruction to reinforce children's understanding effectively. Children participated enthusiastically in a new game. They listened well to instruction; older children were very patient with the younger children. Children combined and separated numbers on the dice well to remove appropriate tiles. There was good support from staff who gave children time to explore their calculations and repeating totals as children developed their early calculation skills well. Children compared totals well stating, 'I got 18; it's higher than 16'.

Children enjoy their quiet time in the information, communication and technology suite. They chose appropriate games and demonstrated their good coordination as they used the mouse and keyboard to confidently complete programmes. Older children explained to younger ones and those that do not attend the school how to play the games and they followed instructions well, developing good communication and language skills. Staff interacted well to extend children's ideas and questioned them well to help them think critically.

There are good links with parents who provide initial information on children's starting points. Staff make observations of children's engagement in activities and record these appropriately to identify next steps in learning. They share these with parents and the Reception class teachers routinely so that the club can provide complementary support for the delivery of the Early Years Foundation Stage.

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

Staff have suitable systems to record accidents, apply appropriate first-aid treatment and share information with parents. Although a suitable number of staff have completed paediatric first-aid training, they do not always deploy themselves appropriately, usually when covering staff who are off work, to ensure adequate cover at collection from other schools in the area. This is a breach of a legal requirement as it puts children's welfare at risk. Staff have good understanding of emergency evacuation procedures, which includes

which exits to use and where to meet. Children have designed posters to reinforce their knowledge. Staff practise evacuation procedures with children on a regular basis so that they become familiar with the process and begin to understand about safe practices.

Staff are good role models. They demonstrate caring and respectful behaviour. They greet those children at their classroom so that their key person can share any information with the Reception class teacher. This helps form consistent relationships to support children's emotional well-being and helps them settle quickly. Children are welcomed as they arrive from other schools and share their day. Staff are supportive of their choices, such as to make paper aeroplanes. Children behave well and are respectful as there are familiar routines and staff are clear about expectations.

Staff have an appropriate knowledge of children's special dietary requirements. They provide a suitable range of healthy snacks, such as a selection of fruit, pancakes and toast, for them to choose independently when they arrive after school. Staff encourage children to spread their own toppings, therefore supporting their physical development. Children's self-help skills are developed as they help themselves to drinks when they are thirsty as these are in easy reach. Children have good opportunities to play outside and to be physically active. For example, learning diaries demonstrate how children enjoy using the large play equipment, such as the climbing frame and the bendy rope.

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

Staff have generally sound knowledge of the safeguarding and welfare requirements. This is because there are detailed policies and procedures which staff understood and implement appropriately, overall. However, the leaders of the club have not informed Ofsted of changes to management within 14 days, which is an offence. This also means that the club has not met the requirements of the Childcare Register. The provider remains registered with Ofsted.

The committee and staff have made improvements since the last inspection in enhancing their procedures to enable appropriately vetted staff to work with the children to promote their safety and well-being. This information, which includes staff's qualifications and Disclosure and Barring Service checks, is readily available for inspection to clarify staff's suitability. Those staff who are still awaiting checks are not left alone with children. An appropriate number of staff have completed paediatric first-aid training. However, paediatric trained staff are not always deployed appropriately to accompany children on outings, in particular, when they are collected from school on the bus. Therefore, this limits the ability of staff to respond promptly to emergencies. This is a breach in a specific safeguarding and welfare requirement.

There is sufficient, qualified staff and high ratios are maintained to enable the safety and welfare of children. Staff provide a safe and secure environment, which is risk assessed appropriately. There are sound systems to enable the safe collection of children by those adults authorised and known to parents. Staff are informed when parents are at the

reception desk to collect and escort children to maintain their well-being. Children cannot leave the premises unattended as a key fob is required to open the main doors. Staff check any identification for visitors and record their attendance. All staff have completed safeguarding training and have good understanding of their responsibilities to report any concerns they have about a child or to refer concerns about a member of staff to the Local Authority Designated Officer.

Partnership with parents and other early years settings have improved. There is a daily communication diary to share information between the club and Reception class teacher. Staff use this information appropriately to influence the activities they prepare each day. Staff frequently share learning diaries and discuss next steps in children's learning. They liaise with a family support worker from a nearby school to enable continuity in children's care and development. This includes developing health care plans and supporting educational plans with professionals to support children with special educational needs and/or disabilities, should they attend the setting.

Staff are working more collaboratively to evaluate the provision and drive improvement. However, they are not always effective in identifying and addressing breaches in the requirements of the Early Years and Childcare registers. They have identified areas for improvement and have used the support of the early years development officer to make improvements since the last inspection. The managers complete supervisions on staff to help in developing consistent practice and to identify relevant training needs.

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:

- inform Ofsted of the appointment of a new manager (compulsory part of the Childcare Register).
- inform Ofsted of the appointment of a new manager (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	EY314603
Local authority	North Somerset
Inspection number	988926
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	26
Number of children on roll	93
Name of provider	Castle Kids Club Committee
Date of previous inspection	22/08/2014
Telephone number	01934 427 427

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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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