

Planet X @ Brewster Avenue Childrens Centre

Brewster Avenue Infant School, Brewster Avenue, PETERBOROUGH, PE2 9PN

Inspection date	18/12/2014
Previous inspection date	18/02/2010

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
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

- The provider has a poor understanding of safeguarding as practitioners are not always suitably vetted and recruitment and induction are ineffective. This does not ensure that they are suited to their roles or fully understand their responsibilities.
- Young children do not have the reassuring presence of a key person. This lessens the consistent approach between home, school and the club, which means they settle less easily.
- Behaviour management is inconsistent as older children's adverse behaviour sometimes goes unnoticed. They are not, therefore, good role models to younger children and are not learning acceptable social behaviour.
- The provider does not foster practitioners' professional development or provide monitoring or support to ensure ongoing improvements to the service offered, or to improve their knowledge and understanding of required roles.

It has the following strengths

- The new manager is aware of the work that needs to be done to return the club to its former good standard of operation and is already beginning to implement improvements.

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 club and talked with practitioners.
- The inspector undertook a tour of the premises and outside areas used.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Deborah Hunt

Full report

Information about the setting

Planet X was established in 1996 and moved to Brewster Avenue Family Centre, Peterborough, in 2009. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is run by a voluntary managed committee. It offers out of school and holiday care, and operates from rooms within the Family Centre. There are two enclosed areas available for children's outdoor play. The club serves the local area and beyond, and is accessible to all children. They open from 7.45am to 9am and from 3pm to 6pm each weekday during term times and from 8am to 5.30pm every weekday during school holidays. Children attend for a variety of sessions. There are 48 children on roll, six of whom are in the early years age range. The club supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The club employs four practitioners, including the manager. Of these, one holds an appropriate early years qualification at level 3 and one holds a qualification at level 2. The club receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that those working with children are suitable to do so through a robust recruitment procedure, which includes obtaining information on staff qualifications, identity checks and vetting processes, including an enhanced Disclosure and Barring Service check
- take all necessary steps to safeguard children by; managing behaviour, ensuring the suitability of adults who have contact with children and ensuring that practitioners are clear about their roles and responsibilities by embedding induction, monitoring, and supervision procedures within practice
- ensure that leaders and managers have a secure understanding of their role and responsibilities with particular regard to staff qualifications, training skills and knowledge, and induction procedures
- allocate a key person to each child and ensure practitioners understand the purpose of this role and implement it effectively to help children feel familiar within the setting and offer them a settled experience.

Inspection judgements

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

Practitioners provide children with a satisfactory range of activities to support their play, although their interaction with children is sporadic and variable in terms of quality. Nevertheless, although younger children appear listless and lost at times, most children are confident and happy in the club. When children arrive they comply with familiar routines, such as hanging up coats, and know where they want to go as they select their own resources and activities from what is on offer. Children enjoy talking with their peers as they play and independently access the snack provision when they are ready. Practitioners provide children with some variety in the activities offered. For example, children choose between creating snowflakes, making their own crackers and play with a reasonable selection of other toys. However, practitioners take little care in planning to encourage children's curiosity or to match activities to their needs. Activities are, therefore, limited and do not offer enough challenge for children to spark their enthusiasm or imagination.

Children play cooperatively, interacting with each other as they join in with activities. Practitioners generally talk in a pleasant manner with children. However, there is limited interaction between them throughout the session to extend children's play, which limits their learning. For example, the lack of interaction does not consistently promote young children's communication and language skills or encourage their social development. Practitioners encourage children to be creative when making their Christmas crackers, and provide some help for children as they use scissors to create their snowflakes. Practitioners encourage children to help set up activities they would like to do, so they gain some personal skills. Children enjoy creating their own ideas as they set up a tea party during their Christmas disco. They participate in team games outside and use the trim trail and woven willow structures. Practitioners encourage outdoor play and join children to foster their enjoyment of being physically active. This means they actively support children's physical development and help prepare them in readiness for some aspects of their future learning.

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

Practitioners do not promote children's emotional well-being as there is no key person allocated to younger children in their care. This means some children do not form secure attachments with practitioners, which does not prepare them well for their future learning. Additionally, children's behaviour is not always well managed. For example, some older children become overly physical in their interactions with one another, which go unchallenged by practitioners, and other children who repetitively belch loudly are not reminded of good manners. This has a negative impact for other children, who do not benefit from having good role models in their older peers. Children show pride in their achievements as they see their decorated Christmas bauble pictures displayed on the wall. Practitioners display a caring attitude towards children but, while the lack of a key person does not have a significant impact, younger children sometimes appear overwhelmed and

look lost. This is a breach of requirements and other weaknesses in practice pose risks to children's safety, such as not having trained practitioners who can fulfil designated roles. Practitioners carry out regular risk assessments to identify and reduce hazards. For example, they encourage children to take part in regular evacuation practices and children know where the different assembly points are. This means they are aware of what to do in an emergency and practitioners note how they react to improve the efficiency of practices carried out.

Practitioners provide children with a welcoming environment that is reasonably well equipped. For example, the room is set out to provide different areas for children's play and labelled units help children make choices in their play. Practitioners make some effort to ensure activities provide children with interest and challenge. However, the lack of thought on the presentation and range of equipment used limits the appeal to children and the value they derive from their play and learning experiences. For example, young children play with buggies and dolls but there are no other resources to extend the activity or promote children's imaginative play. This does not encourage children to engage deeply in their play and learning. This is because practitioners lack appropriate skills and training.

Children have access to two separate, enclosed outdoor play areas. They are provided with daily access to fresh air and practitioners join them in outdoor activities. This promotes a positive attitude to being outdoors and being physically active. Practitioners offer younger children some opportunities to develop their independence, such as managing their coats and helping to prepare new activities they request. Older children are encouraged to develop their independence skills as they pour their own drinks and help prepare snacks. Children are developing some awareness of healthy lifestyles because practitioners provide them with a variety of nutritious snacks and jugs of drinking water. Children follow suitable hygiene procedures as they wash their hands before eating. This promotes children's health as practitioners teach them hygiene routines that help prevent the spread of infection.

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

The leadership of the club is ineffective. The registered provider does not ensure they meet the safeguarding and welfare requirements of the Early Years Foundation Stage, or those of the Childcare Register, in full. This is because weak recruitment procedures do not ensure that all practitioners are rigorously vetted to check they are suitable to work directly with children. Management do not ensure that safer recruitment practice is followed either and, therefore, the process does not meet equality of opportunity, or ensure children's well-being is safeguarded. Additionally, practitioners have a limited understanding of safeguarding as they are not offered any induction. Together, with no job descriptions or contracts, this means they do not understand how to execute their roles. For example, practitioners are able to begin working without either being checked or being offered any induction. There is adequate regard to the implementation of some policies and procedures, although the provider's attitude to ongoing training and support for practitioners does not meet requirements. For example, practitioners have not undertaken training to equip them with the skills needed to fulfil designated roles.

Additionally, practitioners are not monitored to ensure practice continues to improve and support is not offered through effective supervision arrangements. These weaknesses result in poor practice and breaches of regulations that have an adverse impact on the safety and well-being of children. Access to the building is suitably monitored, and the building is secure, so visitors cannot enter uninvited. Practitioners supervise children during the session and adult to child ratios are met.

Although some practitioners have recognised early years qualifications, they lack clear direction to effectively meet the safety needs of children. For example, practitioners do not see adverse behaviour, which means some children feel unsafe. Practitioners do not regularly attend staff meetings to share practice and evaluate activities. This does not enable them to use this opportunity to identify children's needs and decide on planning for future activities. Self-evaluation is weak and does not identify current failings in the club's provision, or include all those involved in its running and operation. This does not enable the staff team to accurately identify strengths and weaknesses, or work cohesively to bring about required improvements. For example, the committee have begun to complete a self-evaluation form but the manager and practitioners are not aware of this. Therefore, although they recognise the existing weaknesses, they have been unable to contribute their ideas for improvement. One of the recommendations from the last inspection has been addressed as practitioners now record fire drills carried out and any issues that arise as a result. Practitioners provide some activities that children enjoy but their interests are not always taken into account, which lessens children's level of involvement in their play and learning. Parents complete all required paperwork with practitioners about their children prior to starting. They receive some appropriate information about the club and know about children's activities. Parents comment that their children enjoy attending and express satisfaction with the club.

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 that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure that no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (compulsory part of the Childcare Register)
- embed effective systems to ensure that the registered person, the manager of the early years provision and any person caring for, or in regular contact with, children; 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 children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register).
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)
- ensure that no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (voluntary part of the Childcare Register)
- embed effective systems to ensure that the registered person, the manager of the early years provision and any person caring for, or in regular contact with, children; is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (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	EY394156
Local authority	Peterborough
Inspection number	859587
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	48
Name of provider	Planet X Out of School and Holiday Club Committee
Date of previous inspection	18/02/2010
Telephone number	01733 452605

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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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