

Big Stars Play Club

588 Broadway, Chadderton, Oldham, OL9 9NF

Inspection date

06/01/2015

Previous inspection date

09/07/2014

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

4

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 failed to make required improvements following the previous inspection, which also resulted in an inadequate outcome.
- Leadership and management are weak. As a result, a high number of legal requirements are not being met. This compromises children's safety and well-being and means children are not adequately safeguarded.
- Some children are not allocated a key person. This means children do not always receive the level of emotional support they need from staff.
- Partnerships with the other settings that children attend are not established. This means the club is unable to complement children's learning in school and nursery effectively.
- Weaknesses in the quality of teaching mean that activities are not sufficiently tailored to meet the individual learning needs of the range of children who attend.
- Systems to monitor the quality of the provision, including staff practice, are not effective. As a result, professional development opportunities for staff are limited and too little is done to improve the quality of the club.

It has the following strengths

- Children and parents are warmly welcomed into a relaxed and friendly setting. This means children generally play happily and parents feel confident to leave them.

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 and staff practice in the two playrooms.
- The inspector had a tour of the premises and spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's registration details and available observation and assessment records.
- The inspector looked at the provider's improvement plan and a range of other documentation.
- The inspector spoke to the manager about the support visits completed by the local authority following the last inspection.
- The inspector also took account of the views of parents and carers spoken to during the inspection.

Inspector

Vickie Halliwell

Full report

Information about the setting

Big Stars Play club was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and was re-registered in new premises in January 2014. It is situated on the first floor of commercial premises in the Chadderton area of Oldham, and is managed by a private individual. The club serves four schools in the local area. It operates from two playrooms and there is an enclosed area available for outdoor play. The club employs four childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. In addition, the owner/manager has an early years qualification at level 4 and a playwork qualification at level 3. The club is open Monday to Friday all year round from 7.30am to 9.15am and 3pm to 6pm during term time only, and from 8am to 6pm during school holidays. Children attend for a variety of sessions. There are currently six children attending who are in the early years age group.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

ensure the lead practitioner for safeguarding children attends a child protection training course

ensure the safeguarding policy and procedure includes an explanation of the action to be taken in the event of an allegation being made against a member of staff, and that it is fully understood by staff who take charge in the absence of the lead practitioner

put appropriate arrangements in place for the supervision of staff in order to foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues

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, are suitable
- maintain records about staff qualifications, the identity checks and vetting processes that have been completed, including the Disclosure and Barring Service reference number, the date the disclosure was obtained and details of who obtained it
- ensure each child is assigned a key person who offers a settled relationship for the child and builds a relationship with their parents; the key person must help ensure that each child's care and learning are tailored to meet their individual needs
- ensure a record of the name, home address and telephone number of any person employed on the premises is maintained.
- establish links with maintained nurseries and schools that children attend in order to discuss with school staff/teachers the support that the club intends to offer
- ensure the staff provide experiences for the children that are age appropriate and meet the needs of the individual children

Inspection judgements

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

children's experiences are hindered by staff's limited knowledge and understanding of child development, along with weaknesses in the quality of teaching and adult support. Consequently, activities are not sufficiently tailored to meet the individual needs of the range of children who attend. Staff do not take sufficient account of children's individual interests, capabilities or preferred learning styles, in order to complement and support their experiences in school. As a result, some children are not adequately supported to engage in the activities provided. In addition, staff fail to consider the importance of group size or the impact of older children who dominate planned activities. Staff respond to the enthusiasm of older children but this means activities have little meaning for three- and four-year-old children who quickly lose interest. For example, children are asked to identify numbers over 200 on a digital display when weighing ingredients; they are then asked if more or less is required to reach the required quantity.

Children's independent learning is encouraged by the provision of a varied range of accessible play materials, many of which support imaginative play. Consequently, children become absorbed in their self-chosen activities and play with imagination, happily acting out real and imagined experiences as they play in the home corner. Similarly children freely access small world resources, such as vehicles and play figures, which they use alongside construction materials. Observations are completed for nursery-aged children. However, weaknesses in staff knowledge and understanding of typical stages of development means these are not always used effectively. As a result, activities are not always matched to individual children's stage of development. For example, three-year-old children who are not ready to form recognisable letters are given worksheets so they can trace over the letters of lengthy words, such as broomstick.

Arrangements for gathering information from teaching staff in schools or nurseries attended by the children, in order to identify how to support and complement children's learning, are not effective. Consequently, staff are unable to build on what children already know to help them make progress and prepare them for their moves within school. Parents are warmly welcomed and talk informally about their children during collection times. However, there is no meaningful exchange regarding the support the club intends to offer to meet the individual learning needs of the children who attend. Registration forms are completed when children start so the club has basic information on all children. In addition, brief details of children's likes and interests are requested but these are not routinely used to help plan activities.

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

Children's safety and well-being is compromised by weaknesses in the leadership and management of the provision. This is because systems to ensure staff caring for children are suitable to do so are not effectively implemented. In addition, weaknesses in the

organisation and deployment of staff means, at times, staff with designated management responsibility are unable to implement child protection procedures should the need arise.

Children are warmly welcomed by a friendly staff team and enter an accessible child-centred environment. They are familiar with their surroundings, which promotes a sense of belonging, and most children enjoy talking to the staff who generally know them well. However, limited support is provided for quieter children who are at times overwhelmed by a large group. The failure to allocate each child a key person is a breach of a legal requirement and means the emotional needs of quieter children are at times overlooked. As a result, some children sit quietly and do not always receive the individual support they need to engage in activities, or meaningful interactions with the staff and other children.

Children are adequately nourished and enjoy a snack tea shortly after their arrival at the setting. Water is freely available and children are encouraged to help themselves to drinks throughout the session. Children have some opportunities to be physically active as they walk to and from local schools. During daylight hours they enjoy playing games outside in the fresh air which contributes to a healthy lifestyle. Staff are positive role models who consistently implement positive strategies to encourage good behaviour. This helps raise children's awareness of their actions and the importance of socially acceptable behaviour, consequently, children are generally well behaved. Through good practice, discussions and age-appropriate explanations children are becoming increasingly aware of their own safety particularly when walking to and from school.

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

Leadership and management are weak. Insufficient regard is given to both the Early Years Foundation Stage and the Childcare Register requirements. Consequently, there is a continued failure to meet a number of requirements on both the Early Years and the Childcare Register. As a result, children's safety and well-being is compromised. Arrangements for safeguarding children are not rigorous enough. While staff demonstrate an adequate knowledge of the possible indicators of abuse and are aware of the importance of sharing any concerns they may have with the manager, who is the designated person within the club for safeguarding, the designated person has not attended a child protection training course. This was an action raised following the last inspection. In addition, in the absence of the manager, staff with management responsibility are unable to implement appropriate procedures in order to safeguard children in the event of an allegation of abuse being made against a member of staff, because they do not know the correct procedures. The manager reports appropriate vetting procedures are completed to ensure staff are suitable to work with young children but is unable to evidence this. In addition, the manager does not keep required records relating to persons employed on the premises. These are breaches of legal requirements.

This inspection was carried out following a previous inspection outcome of inadequate. Following the last inspection, the club initially received some support from the local authority, but has failed to make the necessary improvements to address the previous actions raised. In addition, further breaches in legal requirements have been identified at

this inspection, in relation to the implementation of the key person system and the procedure to ensure staff appointed are suitable to work with young children. One action from the previous inspection has been satisfactorily completed. As a result, at least one person who has a paediatric first aid certificate is now present and is able to respond to emergencies quickly, both on the premises and while children are escorted to and from school. However, performance management continues to be weak; consequently, too little is done to help address underperformance through professional development. This means that while some in-house training in relation to safeguarding has been delivered, this has not ensured all staff are able to implement safeguarding procedures in the absence of the manager. Similarly, steps taken to improve staff knowledge and understanding of the planning of activities that are appropriate for the younger children have not been effective; this means some staff fail to engage children's interest. In addition, plans to introduce supervision meetings with staff have not been implemented.

Parents spoken to during the inspection expressed their satisfaction and stated that their children enjoyed coming to the club. Children spoken to said they liked coming to the club because it meant they could play with the toys and make things. An overview of the setting's policies and procedures are shared with parents at admission. This provides them with some insight into how the setting operates and copies of some policies and procedures, including safeguarding and complaints are shared. Partnership working with other settings that children attend is weak. Planned improvements identified in the club's action plan to improve partnership working with the reception and nursery teacher have not been implemented. Consequently, staff are unable to complement children's learning within school and nursery effectively.

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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- implement an effective system to ensure that the registered person, the manager of the later 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)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from

abuse or neglect (voluntary part of the Childcare Register)

- implement an effective system to ensure that the registered person, the manager of the later 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).

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	EY473082
Local authority	Oldham
Inspection number	983553
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	38
Name of provider	Claire Louise Stryczek
Date of previous inspection	09/07/2014
Telephone number	07747 061101

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

