

# Guisborough Out of School Club Ltd

Highcliffe Primary School, Hutton Lane, GUISBOROUGH, Cleveland, TS14 8AA



## Inspection date

Previous inspection date

16 February 2015

23 May 2012

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- Risk management is ineffective and fails to make sure children are kept safe. The manager and staff do not always ensure the main door to the setting is locked. This means children can leave the premises unsupervised and unauthorised persons can enter the building.
- Staff do not use ongoing assessments to understand children's stage of development. This means planned activities do not challenge children well enough for them to make good progress.
- Staff have a poor understanding of how to promote the youngest children's communication and language skills. This results in weak teaching that does not support children's individual needs. Children do not make good progress in this area of learning.
- Strategies for engaging with parents about their child's learning and development are poor and focused too much on care practices.
- Monitoring procedures are not sufficiently focussed to identify inconsistencies in staff practice or improve the effectiveness of their teaching.

### It has the following strengths

- Older children, who attend the setting before and after school, enjoy activities that complement their learning in school. This is because there is a regular two-way flow of information with teachers at the adjoining school about older children's learning and development.

## **What the setting needs to do to improve further**

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

- ensure all steps are taken to prevent children from leaving the premises unsupervised and prevent unauthorised persons from entering the building, for example, by ensuring the main door to the setting is locked at all times
- implement an effective system for observing and assessing children's learning including; carrying out the required progress check for children between the ages of two and three years; use this information to plan activities which challenge and extend their learning
- improve the quality of teaching by ensuring staff have a good understanding of how to promote the communication and language skills of two-year-old children and use this effectively to support and extend their learning
- improve partnerships with parents by effectively engaging them in their child's learning in the setting and at home and keeping them updated about their child's progress, so they are aware of their individual learning and development needs
- improve staff's professional development by more closely monitoring their practice and provide coaching to develop and improve their personal effectiveness.

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

- ensure that a child is unable to leave the premises without a person who is caring for children on the premises becoming aware of the child leaving (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register).

## **Inspection activities**

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector viewed all parts of the setting accessed by children, including the outdoor environment.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed improvement plans with the manager.
- The inspector observed teaching and learning activities in the setting and the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager of the setting and looked at and discussed a range of policies and procedures.

### **Inspector**

Nicola Jones

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is inadequate**

The quality of teaching is inconsistent. Some staff do not have an adequate knowledge and understanding of how to promote the communication and language skills of the youngest children. For example, they are not aware of and do not use good teaching strategies to encourage the youngest children to talk. This means that teaching does not support children's individual needs. Consequently, children do not make good progress and are not well prepared for the next stage in their learning. Some older children are supported reasonably well to write their own name. Each child has a learning journey file containing photographs of some activities carried out. However, observations and assessments of their learning are not consistent in quality and are not completed frequently enough to build an accurate picture of children's progress. In addition, the required progress check for children between the ages of two and three years is not carried out. As a result, activities planned for the youngest children do not provide enough challenge for them to make good progress. Strategies for engaging with parents about their child's learning and development are ineffective and are focused too much on care practices. Parents are not kept well informed about the progress their child is making and staff do not encourage them to support their child's learning at home.

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

Staff are not vigilant enough to make sure that children are kept safe in the setting. Despite this, children develop a reasonable sense of safety and know which areas they can and cannot access during the time they spend there. For example, they know that rooms, such as the kitchen, are for staff only. Children develop confidence and are motivated to explore their surroundings. This is because staff are close by and available. They support children's emotional and physical needs appropriately. For example, they comfort children when they fall over when running outdoors.

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

Leadership and management are poor. The manager does not ensure that risk assessments are effective and protect children. The main door into the setting is not always locked. This has a significant impact on children's safety. As a result, children can leave the premises unsupervised and unauthorised persons can enter the building. Despite this, the manager does ensure children are supervised adequately throughout the day. Ratios are maintained at all times and children are monitored closely by staff. The manager holds a higher-level qualification and has some awareness of the learning and development requirements. She reviews and sets up the environment, ensuring most areas of learning are covered. However, the monitoring of the quality of teaching is not robust and so practice across the setting is inconsistent. Staff do not receive appropriate coaching and training to improve their practice in order for teaching to be effective with all age groups of children. Monitoring of children's progress is also poor. This means that children with identified needs are not targeted and do not receive appropriate intervention.

to meet their individual needs. Self-evaluation is weak and has too little impact. Although the manager has identified that staff need support with assessing children's learning in order to plan their next steps, actions taken have been ineffective.

## Setting details

<b>Unique reference number</b>	EY335044
<b>Local authority</b>	Redcar & Cleveland
<b>Inspection number</b>	1005546
<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>	49
<b>Number of children on roll</b>	132
<b>Name of provider</b>	Michelle Dixon Limited
<b>Date of previous inspection</b>	23 May 2012
<b>Telephone number</b>	01287 633402

Guisborough Out of School Club was registered in 2006. The setting employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, five hold qualifications at level 2 and the manager holds Early Years Professional status. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children.

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