

Sketchley Hill Out of School Club



Sketchley Hill School, Sketchley Road, Burbage, Hinckley, Leicestershire, LE10 2DY

Inspection date 16 April 2015
Previous inspection date 11 February 2011

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		Requires improvement	3
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 does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- Children's safety is compromised because staff do not implement the setting's policy regarding the use of mobile phones within the setting.
- Children's health and well-being are not sufficiently promoted. Foods provided in the club do not promote children's health and well-being or support their understanding of being healthy.
- Opportunities for children to increase their awareness of similarities and differences in society are not fully established.
- Partnerships with the children's school and teaching staff do not effectively support, enhance and extend children's experiences while in the club.
- Self-evaluation is not fully effective in identifying key strengths and weaknesses and does not encourage meaningful involvement from parents and children in order to enable the continuous improvement of the provision.

It has the following strengths

- Clear attachments have developed between staff and children. Staff engage in activities with children outdoors that encourage children to be active.
- Children treat each other with respect and kindness and they learn to share and take turns. Staff are positive role models and consequently, children behave well.

What the setting needs to do to improve further

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

- ensure the policy regarding the use of mobile phones within the setting is implemented within the club so that children are safeguarded
- ensure that food available within club is healthy, balanced and nutritious and supports children in their understanding of being healthy
- discuss with parents and/or carers, other practitioners/providers as appropriate, including school staff/teachers the support offered to ensure the care teaching and learning provided complements what is provided elsewhere.

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

- develop a system of self-evaluation to effectively identify strengths and weaknesses of the provision: taking into account the views of parents and children to formulate a clear plan for improvement
- extend opportunities for children to develop their understanding of similarities and differences in society, for example, by providing resources and positive images that reflect people with disabilities.

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

- keep and implement a written statement of procedure to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect (compulsory part of the Childcare Register)
- keep and implement a written statement of procedure to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect (voluntary part of the Childcare Register)

Inspection activities

- The inspector spoke to staff and children present and observed activities taking place indoors and outdoors.
- The inspector looked around the premises and discussed aspects of safety.
- The inspector reviewed documentation including the complaints procedure, policies, children's learning journals and checked staffs qualifications and evidence of suitability.
- The inspector spoke to parents during the inspection and took account of their views and opinions regarding the service provided.

Inspector

Tracey Boland

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The staff decide each day the activities they will provide for children that they know they will enjoy. The room is prepared before the children arrive and they settle quickly into their play. Children are also able to ask for specific resources and independence is encouraged. Children build and construct various models and use supporting resources to encourage their imagination, such as when making pirate boats and castles. They re-enact known and familiar routines through role play and the younger and older children play well together. Children enjoy being creative and make bracelets by looping small elastic bands together and use glue, scissors and various papers to make their own bags. Children extend their understanding of diversity and different cultures through using books, dressing up clothes and action figures that reflect different skin tones. However, there are no resources that reflect people with disabilities to develop their understanding of difference. Staff speak to teaching staff each day when they collect the younger children and bring them to the main hall and general discussion takes place about their day. However, staff do not gather or share information from teaching staff about what children are involved in at school in order to support, enhance and extend their experiences while in the club.

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

The food available to the children does not promote healthy eating or develop children's understanding of leading a healthy lifestyle. Children have access to a drink and a biscuit for their snack and a tuck shop is available to children. However, only sweets with high sugar content are available for the children to buy. Young children are allocated a key person at the start of their placement which helps them to develop relationships and feel settled. Opportunities for children and their parents to visit the club prior to their placement are in place and this enables them to familiarise themselves with the routines. Basic information about each child's likes, dislikes, medical and dietary needs are gathered from parents during the initial introduction and are shared with staff. Children behave well. They understand the importance of taking turns and sharing and children play well together. Children have access to the large school field in good weather and enjoy group games and having races against each other. This encourages them to be active.

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

The registered provider and most staff hold childcare qualifications but this has not had a positive impact on the quality of the care and learning provided. They demonstrate an understanding of how to safeguard children from abuse and neglect, but do not reflect this in their practice. A clearly written policy states that mobile phones and cameras will not be used within the club. However, older children are allowed to use their phones which poses a safeguarding risk to all children. Processes are in place to ensure staff working within the setting are suitable and recruitment and selection procedures are

appropriate. However, the monitoring of the provision and the use of self-evaluation are not effective in driving improvements. The views of parents and children are not routinely sought or used to evaluate and enhance the provision. The building is secure and access can only be gained with a member of staff's knowledge. Staff talk each day about what is provided, although appraisals to review staff's practice do not take place. Therefore, processes to formally discuss practice and training needs are not effective. Two staff hold valid first-aid qualifications, so minor accidents can be dealt with appropriately. Staff have formed relationships with teaching staff and pass general information to parents regarding their child's school day. Parents speak positively about the club and are happy that the service is an extension to their child's school day. They feel the activities are suitable for their children and that their children enjoy their time at the club. However, parents also have reservations about the foods provided from the tuck shop.

Setting details

Unique reference number	226471
Local authority	Leicestershire
Inspection number	871391
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	71
Number of children on roll	85
Name of provider	Janis Ann Stoker
Date of previous inspection	11 February 2011
Telephone number	01455 230799

Sketchley Hill Out of School Club was registered in 1999. It operates from 7.45am to 8.45am and 3.15pm to 5.45pm term-time only. The setting employs six practitioners. Of these, one has an early years degree, three hold appropriate early years qualifications at level 3, and two practitioners have appropriate early years qualifications at level 2.

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