

# HCEP Candles

Heighington C of E Primary School, Hopelands, Heighington Village, NEWTON  
AYCLIFFE, County Durham, DL5 6PH



## Inspection date

21 May 2015

Previous inspection date

21 February 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	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

- Children have not been assigned a key person. This means it is not clear to see who takes overall responsibility for ensuring that learning and care is tailored to meet children's individual needs.
- The club's induction procedure is not robust. This means that some staff do not have a full and comprehensive understanding of some of the setting's policies and procedures.
- The provider does not ensure that information about early years children's activities and development is consistently shared between the out-of-school club and teachers, to build on children's achievements.
- The provider does not provide appropriate supervision for staff.
- The provider does not fully take into account the views of staff when monitoring and evaluating the out-of-school club.

### It has the following strengths

- Children form positive relationships with the warm and friendly staff. As a result, children settle quickly, are happy and behave well at the out-of-school club.
- Parents speak positively about the out-of-school club. They praise the staff. Parents of younger children state how much their children enjoy the activities.

## What the setting needs to do to improve further

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

- implement a key-person system to ensure that every child's activities and care are tailored to meet their individual needs
- implement effective systems to share information about children's activities and development with foundation stage teachers and use this information to ensure a consistent approach for those children
- implement a robust induction procedure to ensure that all staff fully understand the setting's policies and procedures, including who to speak to with any concerns
- ensure that all staff receive appropriate supervision and support, in order to improve their personal effectiveness and promote the interests of children further.

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

- improve the monitoring and evaluation of the setting, with particular regards to gaining the views of staff, in order to identify areas for improvement effectively and continue to support children's care and learning.

## Inspection activities

- The inspector observed activities taking place in the hall and the outdoor play area.
- The inspector looked at a sample of children's records and planning documentation.
- The inspector took account of the views of parents through discussion.
- The inspector held meetings with the provider and the manager and spoke to staff and children during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's development plan.

## Inspector

Julie Morrison

## Inspection findings

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

General information about children's care and well-being is shared regularly with early years teachers. However, the club does not share information about young children's learning and development. This means that this information is not used to plan activities, which complement children's learning and achievements at school. Staff do, however, provide a suitable range of activities and resources that encourage children's development through a variety of activities and experiences. In addition, staff engage well with children, joining in with their play and fun. As a result, children are suitably motivated and remain engaged in activities during their time at the club. Daily discussions between children and staff helps to support their ongoing language development. For example, staff ask them about their day and encourage them to describe what they have drawn. Staff provide regular opportunities for children to access fresh air and exercise. Children practise coordinating their whole body, as they play with parachutes and take part in physical games outside. Inside, children are able to develop their hand-to-eye coordination as they use a variety of tools, for example, they use pencils, scissors and glue sticks to make cards. Children are skilled at using the computer. They play confidently on educational programmes, which support their mathematics and problem-solving skills.

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

There are weaknesses in practice, which have a negative impact on children's well-being. For example, the club does not operate a key-person system. This means that it is not clear to see who takes overall responsibility for ensuring that each child's individual care and learning needs are fully met. This does not ensure consistency in children's care and learning, which, subsequently, does not fully support their individual needs. Children are, however, happy and settled and display good levels of confidence. They are well mannered and show care and concern for each other. For example, older children help younger children when dressing up. Children's good health is appropriately supported. They know the routines, for example, they all wash hands prior to snack time. Staff help children to understand how to keep themselves safe. For example, they give them clear explanations about the importance of not walking around when eating. The out-of-school club provides a safe and suitably welcoming space for children to play. Resources are adequately organised. Children are keen to help staff choose what resources to put out for them. This appropriately supports children's independence.

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

Although, the provider has a clear understanding of the legal requirements of the Early Years Foundation Stage, some of these have not been implemented. Most staff are well qualified, however, the provider does not ensure that all staff receive appropriate supervision. This does not support staff to develop their practice through further relevant training and support. As a result, some staff, including the manager, do not have a secure understanding of the requirements of the Early Years Foundation Stage. The provider has

secure recruitment procedures in place. This ensures that all staff are suitable to care for children. Although an induction procedure is in place, this is not robust. As a result, some staff have not read some of the setting's policies and procedures. Consequently, they do not have a secure understanding of the club's safeguarding policy, in particular who the named person is should they have a concern about a child in their care. All staff have, however, attended safeguarding training, which means that they have a suitable understanding of the signs and symptoms of abuse. In addition, the provider has a secure understanding of procedures to follow should they have a concern about a child. The provider suitably evaluates the quality of the provision, for example, an action plan of areas to be developed is included in the school's development plan. In addition, new systems have very recently been introduced to provide opportunities for parents to contribute their views about the club through questionnaires. However, it is too soon to see how this information is used to improve the quality of the setting. In addition, the provider does not effectively take into account the views of staff when evaluating the club. This does not fully support continuous improvement.

## Setting details

<b>Unique reference number</b>	EY344461
<b>Local authority</b>	Darlington
<b>Inspection number</b>	863050
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	140
<b>Name of provider</b>	Heighington C of E Primary School Governing Body
<b>Date of previous inspection</b>	21 February 2012
<b>Telephone number</b>	01325 300326

HCEP Candles was registered in 2006. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday term time only. Sessions are from 7.30am until 8.50am and 3.15pm until 6pm.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

