

Gidea Park School Club

Gidea Park Primary School, Lodge Avenue, ROMFORD, RM2 5AJ



Inspection date

11 June 2015

Previous inspection date

4 May 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Satisfactory	3
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 does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The provider does not meet a number of the safeguarding and welfare requirements, some of which also relate to the Childcare Register, and demonstrates a poor understanding of the Early Years Foundation Stage.
- There is no evidence to suggest that staff hold relevant first-aid qualifications, which compromises children's safety.
- The provider has not taken effective steps to ensure records relating to staff vetting and recruitment are readily available for inspection. Furthermore, not all the required policies and procedures are in place to promote children's well-being.
- The provider fails to ensure that important written information regarding children's individual needs and personal details is available. This significantly compromises children's welfare in the event of an emergency.
- The provider fails to ensure that the required procedures for complaints are in place.
- Staff do not organise the environment outside to follow children's interests and to provide activities to promote their play and enjoyment.
- Staff have not implemented a key-person system to promote children's welfare.
- There are weak processes in place to evaluate and improve the provision for children.
- Staff do not consistently promote children's self-care skills through everyday hygiene routines to fully promote their independence.
- Staff have not fully established links with school staff to support children's development.

It has the following strengths

- Staff develop positive relationships with children to promote their sense of belonging.

What the setting needs to do to improve further

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

- ensure staff records are readily available for inspection, particularly in relation to staff vetting and recruitment records, and ensure agreement is obtained from Ofsted for these records to be kept securely off the premises
- obtain a paediatric first-aid qualification that is relevant to young children and babies in order to be able to respond appropriately to emergencies
- ensure records are available and maintained for each child, including their full names and dates of birth, parents' and/or carers' names and addresses and emergency contact details
- ensure a key-person system is in place to ensure each child is assigned a special adult to support their welfare and play
- ensure a written procedure for dealings with concerns and complaints from parents and/or carers is in place
- organise equipment and resources to meet the needs of the children, particularly outdoors, to promote children's enjoyment and interests, and to help them develop skills for their future learning

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

- improve the arrangements for encouraging children to adopt good hygiene routines in order to promote their independence and good health
- improve the links with school staff to complement children's experiences and learning
- improve the methods used for self-evaluation to identify strengths and areas for improvement and to help promote children's care and play effectively.

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

- keep a record of the name, home address and date of birth of each child who is looked after on the premises, and the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (compulsory part of the Childcare Register)
- ensure an appropriate first-aid qualification is obtained (compulsory part of the Childcare Register)
- keep a record of the name, home address and telephone number of every person living or working on the premises on which childcare is provided, or the part of the premises where the childcare is held (compulsory part of the Childcare Register)
- ensure a written statement of procedures to be followed in relation to complaints is implemented, and which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (compulsory part of the Childcare Register)
- keep a record of the name, home address and date of birth of each child who is looked after on the premises, and the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (voluntary part of the Childcare Register)
- ensure an appropriate first-aid qualification is obtained (voluntary part of the Childcare Register)
- keep a record of the name, home address and telephone number of every person living or working on the premises on which childcare is provided, or the part of the premises where the childcare is held (voluntary part of the Childcare Register)
- ensure a written statement of procedures to be followed in relation to complaints is implemented, and which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed children's play, indoors and outdoors.
- The inspector sampled documents including records, policies and procedures.
- The inspector discussed the setting's self-evaluation.

Inspector

S Campbell

Inspection findings

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

Staff do not organise equipment or activities well outdoors to effectively promote children's play and interests. For example, staff provide one ball for all the children and while some play with this, other children run around the field. Children enjoy making grass seed potato heads that allow them to observe some features of growth and change. Staff create opportunities for children to extend their communication and language development because they ask children interesting questions while they take part in activities. Children describe what they are doing as they play and take pleasure in making figures with small balls and pipe cleaners. They make connections by describing the pipe cleaners to objects worn by important people in their lives. Staff provide role play activities to help promote children's imaginations. For example, they know children enjoy playing with dolls and buggies which help children to act out real-life situations.

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

There is no effective key-person system in place to help promote children's well-being. Management does not support staff's professional development sufficiently and there is no evidence to show that staff are qualified in first aid to deal with accidents and injuries. Furthermore, staff have not fully established links with school staff to effectively extend and support children's learning. Children are not encouraged to wash their hands at appropriate times to help them think about the importance of maintaining positive hygiene routines. Staff praise children for their achievements, which enables children to develop a sense of self-worth and to feel good about their accomplishments. As a result, children take pride in showing their parents their creations.

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

The provider does not promote children's welfare sufficiently. Management has failed to ensure that documentation is readily available for inspection in relation to vetting and recruitment checks and important information on children and staff. In addition, there is no written complaints procedure, as required. These breaches of requirements compromise children's safety and well-being. Processes for self-evaluation are poor and a recommendation was set at the last inspection in this respect. Therefore, the provider has still not taken steps to evaluate and improve the provision for children. Staff demonstrate a secure understanding of child protection issues. However, not all relevant policies and procedures are in place to promote children's health and safety. Staff help children learn how to keep themselves safe, for example, through regular fire drills. They have positive relationships with parents, which help to contribute towards meeting children's needs.

Setting details

Unique reference number	EY415277
Local authority	Havering
Inspection number	816441
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	26
Number of children on roll	3
Name of provider	Jaime Allen
Date of previous inspection	4 May 2011
Telephone number	07783535835

Gidea Park School Club registered in 2010. The club is one of two privately owned settings. The club is located at Gidea Park Primary School in Romford, Essex, within the London Borough of Havering. The breakfast club operates Monday to Friday, from 7.50am to 8.50am, and the after school club operates from 3.20pm to 5.50pm. The club is open during term time only. The provider employs three staff. Two staff, including management, hold early years qualifications at levels 2 and 3.

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