

# Wedmore After School Care Club



Wedmore First School, Wedmore, Somerset, BS28 4BS

**Inspection date** 15 June 2015  
Previous inspection date 4 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The staff generally demonstrate an understanding of how to keep children safe and the correct procedures to follow in the event of a child protection concern. However, they are less sure of the procedure to follow if an allegation was made against a member of staff, particularly when the lead practitioner for safeguarding is absent.
- The owner, who is the nominated person, has not clarified management and accountability arrangements for when she is absent. Therefore, staff are unclear about who is the deputy to take charge in her absence.
- The owner has not made sure that all records and policies, including those in connection with safeguarding children, are available for inspection or for staff to follow in her absence if needed.
- Staff do not always make good use of daily routine times to enable children to take responsibility or to develop independence.

### **It has the following strengths**

- Staff have good relationships with children. They provide a good range of activities and promote their concentration skills well.
- Children develop good physical skills and learn about staying healthy. They enjoy healthy snacks, and have plenty of opportunities to be active and enjoy outside play.
- Staff have good relationships with parents, who know that their children are happy and have time to relax after the school day.
- The club staff work very closely with the school staff and, as a result, get to know the children very well. As a result, staff plan activities that complement the children's school day.

## What the setting needs to do to improve further

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

- ensure that all policies and procedures relating to the organisation of the setting are available for inspection, including information about child protection procedures
- train all staff to understand the safeguarding policy and procedures, including the action to take if an allegation is made against a member of staff
- ensure there is a named deputy who is qualified to take charge in the owner's absence.

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

- make the most of all opportunities to develop children's independence and sense of responsibility.

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

- train all staff on the written statement of procedures to be followed to safeguard children from abuse and neglect (compulsory part of the Childcare Register)
- keep and implement a written record of policies and 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)
- keep and implement a written record of policies and 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).

## Inspection activities

- The inspector held meetings with staff at convenient times throughout the session.
- The inspector observed staff and children working together.
- The inspector spoke to children and parents at appropriate times throughout the inspection.
- The inspector looked at samples of available documentation provided by the staff, including evidence of suitability checks on staff.

## Inspector

Jennifer Cutler

## Inspection findings

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

The staff provide an interesting range of activities. As a result, children of all ages can play happily together in a family atmosphere. Staff know what the children like to do and encourage them in a quiet, calm way which promotes their concentration. In particular, staff are good at organising outside activities. Older children help and encourage the younger ones to join in ball games, which develops their physical skills very well. Everyone is included, and children are able to let off steam or sit quietly and read if they choose. Parents are very positive about the guidance their children receive and appreciate that the club bridges the gap between school and home.

### **The contribution of the early years provision to the well-being of children requires improvement**

Staff have good relationships with the children and make sure that they are safely collected from classrooms at the end of the school day. The children know the routines well and enjoy healthy snacks together. They are well behaved and enjoy helping staff to organise the equipment. However, staff do not always make the most of opportunities for children to develop responsibility and independence, for example, by letting them prepare, serve and clear away at snack times. Although staff understand what to do in the event of any concerns about child protection, they are not absolutely certain about what procedures to follow if an allegation is made against a staff member in the absence of the owner. The associated requirements of the Childcare Register are not met. Nonetheless, they are able to seek advice from school staff, which minimises any risks to children's welfare. Staff carry out first aid efficiently, keep suitable records and ensure that they inform parents about any accidents.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Children receive good continuity in their care and learning because staff have good links with the school, and communicate well with school teachers. Staff support one another and work closely as a team. However, the owner has not made sure that lines of management and accountability are clear and understood by all. As a result, there is some confusion about who should take the lead in the absence of the owner. Furthermore, policies and procedures were not available for inspection as required. Therefore, staff do not always have to hand the information they need to help them with the running of the club. Staff have attended training, such as for out of school provision, and this has had a positive impact on the activities they offer to the children.

## Setting details

<b>Unique reference number</b>	511566
<b>Local authority</b>	Somerset
<b>Inspection number</b>	842407
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	47
<b>Number of children on roll</b>	9
<b>Name of provider</b>	Sharon Crandon
<b>Date of previous inspection</b>	4 June 2009
<b>Telephone number</b>	01749 870065

Wedmore After School Care Club is a privately-owned setting based in Wedmore First School in Somerset. It opens from Monday to Friday from 3.30pm to 6pm. There is also a breakfast club which operates from 8am to 9am and a holiday play scheme. There are five members of staff, including the owner/manager. The owner/manager and three members of staff member hold relevant early years qualifications at level 3.

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