

Inspection date	6 May 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is inadequate

- Staff do not supervise children sufficiently. Not all staff follow the procedures for safely collecting and walking children from their schools to the club. This places children's welfare at risk. This is also a breach of the Childcare Register.
- The manager does not coach staff effectively to reinforce their understanding of their roles and responsibilities, including how to safeguard children, and to help them improve their practice.
- The key-person system is not effective. Key staff do not work consistently with parents or other professionals to fully meet children's identified needs.
- The manager and staff do not give children consistent and clear guidelines to help them learn how to keep themselves safe. Children do not develop a good awareness of road safety and do not walk safely on the path.
- The manager does not make effective use of self-evaluation to accurately identify weaknesses in provision.

It has the following strengths

- Children have fun and engage well with activities. For example, they enjoy playing games that involve running and exercises, such as star jumps.
- Children make their own choices about what to play with. Older children play well with younger children and show them how to use resources.

What the setting needs to do to improve further

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

	Due Date
■ ensure staff supervise children to keep them safe when walking between the schools and the club	30/05/2016
■ implement effective ongoing coaching and mentoring to ensure all staff are consistent in their practice	30/05/2016
■ improve the key-person system in order to develop good partnerships with parents and other professionals	30/05/2016
■ ensure children receive clear and consistent safety instructions about what is expected of them when walking with staff to the club.	30/05/2016

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

- strengthen self-evaluation to ensure that it accurately identifies where to improve staff practice and the quality of provision.

Inspection activities

- The inspector observed staff collecting children from school.
- The inspector observed staff and children playing together.
- The inspector spoke to parents to gather their views.
- The inspector discussed safeguarding and supervision with staff and the manager.
- The inspector and manager participated in a joint observation.

Inspector

Genevieve Mackenzie

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The manager does not evaluate and monitor staff's ongoing practice or the provision effectively. She does not assess how well staff follow the setting's policies and procedures to ensure children are safeguarded. For example, the manager ensures staff read all the setting's policies and procedures, such as the procedure for outings, but not all staff follow these. Not all staff closely supervise children during their walk from school to the club. For example, during the inspection one group of children were walking without any adult supervision. Another group were not given clear instructions on what to do, resulting in a child stepping off the pavement into the road, placing them at risk of harm. Staff complete an induction process to introduce them to their roles and responsibilities when they start, and undertake some professional development, such as attending training. For example, they recently learnt a new game to help children to take turns, listen and follow instructions.

Quality of teaching, learning and assessment is inadequate

Key persons do not work closely with staff at the school and parents to meet children's individual needs effectively. For example, they do not seek enough relevant information about how to support individual children's development. Staff involve children in planning and adapting activities that interest them. For example, children enjoy dressing up and pretending to be superheroes. They communicate well and chat and socialise with their friends at mealtimes.

Personal development, behaviour and welfare are inadequate

Staff do not always help children learn to keep safe. For example, they do not give them clear instructions of how to keep themselves safe while walking to the club. In the setting, staff give clear guidance to children of how to use equipment safely and what is expected of them. The manager and staff do not make effective use of the key-person system. Not all parents know who their child's key person is and this limits the sharing of important information to meet children's needs. Generally, children behave well and staff remind children to share and resolve their differences in a positive way. Children enjoy a range of nutritious foods and learn to lead healthy lifestyles.

Setting details

Unique reference number	EY488999
Local authority	Merton
Inspection number	1011946
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	32
Number of children on roll	33
Name of provider	Jacqueline Margaret Barker
Date of previous inspection	Not applicable
Telephone number	07817241463

St Helier Kidszone registered in 2015. It is located in Morden, Surrey. The out-of-school club operates from 3.30pm to 6pm, during term time only. There are six members of staff; the manager holds an appropriate qualification at level 4 and three staff hold appropriate playwork qualifications.

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