

# CHAOS (Children's Activities Out of School)



St. Bridgets C of E Primary School, 22 St. Bridgets Lane, WIRRAL, Merseyside, CH48 3JT

## Inspection date

15 September 2016

Previous inspection date

2 March 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
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

- The induction training for staff is not adequate to provide them with all of the knowledge they need to safeguard children and promote their well-being.
- Managers do not conduct supervision sessions to promote and continually raise the quality of staff practice.
- Changes to the manager's personal details have not been notified to Ofsted.
- Reflection on the quality of provision is not robust and does not bring about continuous improvement. Parents' and children's views are not regularly sought as part of this process.
- Some staff focus too much on supervising children and do not grasp opportunities to join in with their play.
- Staff do not identify or provide enough opportunities to support children to learn how to keep themselves safe.

### It has the following strengths

- Children are happy and confident. They form secure emotional attachments with staff. Parents comment on how their children enjoy meeting friends at the provision and that the staff are friendly and caring.

## 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 that all staff receive a robust induction regarding up-to-date safeguarding procedures and policies, including the procedures for reporting concerns to external agencies with statutory responsibilities	31/10/2016
■ provide staff with one-to-one support in order to evaluate their practice, agree targets and plan personal development so that children benefit from continually improving practice.	31/10/2016

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

- implement robust systems to identify where changes can be made in order to bring about continuous improvement in practice and ensure that all legal requirements are met
- encourage staff to make the most of appropriate opportunities to become involved in children's play, thereby supporting their achievement and engagement in activities
- support staff to understand how to identify and provide opportunities for children to learn how to keep themselves safe.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector looked at relevant documentation, such as the provision's policies and procedures, training certificates and evidence of the suitability of staff working in the provision.
- The inspector spoke to children and staff throughout the inspection and to a small selection of parents and took account of their views.

### Inspector

Rachel Deputy

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are not effective. Leaders do not ensure that new staff undergo an effective induction procedure to make sure that they fully understand, or are trained effectively for, their roles and responsibilities. For example, staff induction involves encouraging staff to read and implement the setting's safeguarding policy. However, the manager has failed to update this in line with recent safeguarding training she has attended or tell staff about the changes she has learnt of. Consequently, staff have a limited understanding of current safeguarding requirements. In addition, staff do not have opportunities to receive coaching or discuss their future personal development needs as there is no system for supervision. This means that plans to continue enhancing staff performance through mentoring and training are insufficient. Self-evaluation is not fully effective in raising the quality of the provision. As a result, there are further identified weaknesses that affect children's safety. For example, Ofsted have not been notified of the change in name of the manager to allow them to maintain accurate records and ensure suitability.

### Quality of teaching, learning and assessment is inadequate

Teaching is not matched to children's needs because some staff have a poor understanding of how to promote children's learning and development. Some staff have a tendency to observe and supervise the care of children rather than join in their play. This means that children sometimes lose interest quickly and do not always get the most from the experiences provided. Children largely initiate their own play and arrange their own games. Much of their learning is left to chance. For example, children are very active outdoors; older children invite younger children to play games and explain the rules to them. However, children become confused and attempt to renegotiate the rules. Staff supervising nearby do not provide any support or direction and the game quickly ends. Partnership working with parents and the host school promotes continuity in children's care. For example, staff work with teachers to ensure that parents have access to information about their children's time in school and receive relevant updates.

### Personal development, behaviour and welfare are inadequate

Weaknesses in staff's understanding of their safeguarding responsibilities mean that children's welfare is not fully supported. Children are kind and considerate to each other. They take turns when playing games and happily share resources. Older children encourage their younger friends to join in their play. However, staff are inconsistent in their approach to supporting children's understanding of how to keep themselves safe. Occasionally, staff do not guide children during play or remind them of rules and boundaries. For example, staff do not explain to children that shaving foam should not be placed near their eyes, mouth or hair before allowing them to play with it. Children quickly become uncomfortable as the foam stings their eyes and ask for assistance from staff. Children show that they are comfortable with staff and are building positive attachments to their key person. They are confident to ask for items they need and initiate conversations with staff. Food provided is healthy and nutritious to support and encourage children's healthy eating habits. Staff provide some opportunities for children to be

independent. For example, children are encouraged to serve their own snack.

## Setting details

<b>Unique reference number</b>	EY414848
<b>Local authority</b>	Wirral
<b>Inspection number</b>	1058440
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 9
<b>Total number of places</b>	24
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Jennifer Elizabeth Ashton
<b>Registered person unique reference number</b>	RP910281
<b>Date of previous inspection</b>	2 March 2015
<b>Telephone number</b>	07541 427 340

CHAOS (Children's Activities Out of School) was registered in 2010. The out-of-school club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The out-of-school club opens from Monday to Friday. Term time sessions are from 7.45am until 8.50am and from 3.30pm until 5.45pm. During school holidays the sessions are from 7.45am until 5.45pm.

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.

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