

Parkstone Kids Club

Riverside Community Centre, Parkstone Primary School, Parkstone Road, Hull, North
Humberside, HU6 7DE



Inspection date

Previous inspection date

29 November 2016

9 January 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is inadequate

- The committee has not provided Ofsted with the necessary information to ensure that suitability checks are completed for all members. This poses a risk to children's welfare.
- Arrangements for supervision and performance management do not adequately focus on improving the quality of staff's practice or ensuring continuous improvement.
- Younger children have not been assigned to a designated key person to help ensure that their care is tailored to their individual needs.
- The continuity of children's care and learning are not effectively promoted as positive partnerships are not consistently in place with the host school and parents.
- Self-evaluation is not robust enough and this means that management does not identify all areas in need of improvement.

It has the following strengths

- Children's behaviour is good. They listen well to rules and boundaries and know what is expected of them.
- Staff support children's communication skills. They engage children in conversations and purposeful discussions about what they are doing.

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 Ofsted is provided with the necessary information to complete suitability checks for all committee members	12/12/2016
■ implement effective procedures for the supervising and monitoring of staff so that practice improves	26/12/2016
■ ensure children are assigned to a key person and that their care is tailored to their individual needs	12/12/2016
■ improve communication with the teachers of the local school, in order to share information that supports the planning of activities and complements children's learning and development.	26/12/2016

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

- develop effective systems for self-evaluation and the identification of strengths and weaknesses, and put plans in place to swiftly address these so that the provision continually improves.

Inspection activities

- The inspector viewed all areas of the premises used by children.
- The inspector observed the quality of interactions during activities and assessed the impact this has on children's learning.
- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector
Kerry Holder

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The committee has failed to provide Ofsted with the required information to carry out checks to ensure all members are suitable for their role. Staff have attended relevant training in child protection. They fully understand the procedures to follow if they have any concerns about a child's welfare. Management supports staff to attend training and gain qualifications. However, supervision and performance management systems are not effective enough to make sure staff receive the support they need to develop and use their skills, so that the impact on children is more positive. The systems for self-evaluation are not yet fully developed to clearly demonstrate how further improvements will be identified and addressed. Management has not fully implemented the recommendations from the last inspection, indicating a limited capacity to improve. Staff develop partnerships with parents and external agencies. Parents comment that staff are approachable and their children have fun attending the club. Staff regularly share information with parents using different strategies, such as newsletters.

Quality of teaching, learning and assessment requires improvement

Staff use their knowledge gained through appropriate qualifications to provide a general range of activities that encourages children to play and explore. Children are mainly confident and motivated throughout their play. However, partnerships with the school that children attend are not well established. Staff do not effectively plan activities that provide complementary learning opportunities to support children's development in school. Nevertheless, staff successfully foster children's understanding of the world. For example, children develop their technology skills and thoroughly enjoy participating in small-world activities. Furthermore, children learn about culture and diversity and explore a selection of festivals. Staff support children to be creative and to freely express their own ideas.

Personal development, behaviour and welfare are inadequate

Children's welfare cannot be guaranteed. Parents cannot be assured of the suitability of committee members who are legally charged with making decisions that affect their children. In addition, children have not been assigned to a designated key person. This affects their ability to settle quickly and benefit from early supportive relationships with staff. Staff encourage parents to visit the club before their children begin. Parents are asked to fill in registration documentation so that their children's care needs are known. Children are well mannered and staff give them regular praise and encouragement. Older children offer support and guidance to younger children when required. This helps children to feel emotionally secure. Mealtimes are a sociable time for children and their good health is appropriately supported. For example, staff provide children with well balanced, healthy snacks. Children have daily opportunities to develop their physical skills. They play in the outdoor area, which enables them to be active and take appropriate risks.

Setting details

Unique reference number	509977
Local authority	Kingston upon Hull
Inspection number	1064222
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	35
Number of children on roll	60
Name of registered person	Parkstone Kids Club Committee
Registered person unique reference number	RP523176
Date of previous inspection	9 January 2013
Telephone number	01482 804312

Parkstone Kids Club was registered in 1997. The club employs five members of childcare staff. Of these, all hold appropriate early years qualifications. Sessions are from 7.30am until 9am and from 3.15pm until 5.30pm, Monday to Friday, term time only.

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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