

Schools Out Yardley Gobion



Childrens Centre, School Lane, Yardley Gobion, Northamptonshire, NN12 7UL

Inspection date	29 November 2016
Previous inspection date	24 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		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 manager has not taken any action to address the issue raised at the last inspection regarding the use of self-evaluation. The evaluation of the provision remains weak.
- Children's safety is compromised. Procedures to ensure that children are not left alone with adults whose suitability has not been confirmed are not secure. As a result, children are put in vulnerable positions.
- Some staff lack knowledge of how to protect children from abuse and neglect. They are unsure of how to raise a concern about a child or which agencies they must share their concerns with.
- Leadership within the setting is poor. Routines for the monitoring of staff's practice are not in place. Professional development opportunities are limited. This does not ensure that staff have sufficient knowledge and understanding of key aspects of their role, in order to carry out their responsibilities effectively.
- Staff do not consistently encourage and enable children to gain the most from the activities to support their continued development. Planning of activities is poor. Children are at times disinterested and appear bored.

It has the following strengths

- Children have formed clear friendships with their peers and good relationships with staff. They enjoy a wide variety of healthy, freshly prepared snacks. There is ample food provided and snack time is a social occasion.

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 people whose suitability has not been checked, including through Disclosure and Barring Service checks, do not have unsupervised contact with the children being cared for	29/11/2016
■ ensure all staff understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues and are able to respond in a timely and appropriate way to any concerns	29/11/2016
■ put appropriate arrangements in place for the supervision of staff who have contact with children and families to provide support, coaching and training to improve their personal effectiveness	27/01/2017
■ create a high-quality setting which is welcoming, safe and stimulating, and where children are able to enjoy purposeful activities.	27/01/2017

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

- engage in effective and purposeful self-evaluation, in order to identify areas for ongoing development and devise an action plan to overcome weaknesses that have been identified.

Inspection activities

- The inspector observed the quality of activities indoors and outdoors, and assessed the impact this has on children's ongoing development.
- The inspector observed an activity and discussed this with the manager.
- The inspector held a meeting with the manager, reviewed relevant documentation, including evidence of the suitability of staff working in the setting and discussed the processes for self-evaluation.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Tracey Boland

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. Staff do not demonstrate a clear understanding of their role in protecting children from abuse and neglect. Some staff are unclear of how to report any safeguarding concerns about a child in their care or which agencies they would share their concerns with. Children's safety and welfare are not assured as there are times when children are left in the care of adults who have not had their suitability confirmed. The leadership and management within the setting are poor. Staff do not receive individual support and guidance and training opportunities are limited. The manager has provided in-house training to the staff on safeguarding, but this has not provided staff with the knowledge that they need, in order to protect children. A lack of self-evaluation and monitoring of the provision has resulted in poor practice. However, parents are happy with the service that they and their children receive. They feel staff are supportive and their children are happy to attend.

Quality of teaching, learning and assessment is inadequate

Children enter a room that has all resources and activities prepared for them. Staff greet children and listen to what they have to tell them. Children know the routine, for example, hanging their coats up before engaging in play. Staff have a general plan of what activities they will provide. They ask the children for their ideas and are aware of their interests. However, staff do not always plan effectively to ensure children gain the most from the activities. For example, children's attention is not maintained because resources provided for a cold cooking activity are limited and mean the children have to wait considerable lengths of time before becoming involved. Staff ask children how many cup cases they would like and count them out for them. They initially encourage children to play an active role in the activity, such as pouring the ingredients into a mixing bowl and mixing them together. However, staff soon begin to complete all of the tasks for the children, such as adding more of the ingredients into the bowl, mixing them together and then placing the mixture into the cake cases. This does not encourage or support children's development and as a result children's interest diminishes. Children enjoy being creative during other activities, for example, as they use small beads to make their own pictures. Children enjoy using electronic equipment. They play games and are competitive, which is appropriately overseen by staff.

Personal development, behaviour and welfare are inadequate

Children's safety and well-being is compromised because they are supervised by staff whose suitability has not been established. Children's care needs are discussed with parents and any specific needs are incorporated into the care provided. Staff ensure that children are offered a range of snacks that are healthy and nutritious. Children understand what is expected of them with regards to behaviour. Staff remind children of the rules and boundaries that are in place. For example, children understand that more boisterous play takes place outdoors. Children receive praise and encouragement for their good behaviour. They help to prepare the tables for snack and clear away afterwards. Children are able to choose when they wish to play outdoors and enjoy being physically active.

They have the opportunity to climb low-level branches on a small tree in the garden, but staff restrict this when there is frost to prevent accidents. Resources from inside are taken outside for the children to play with, especially within the playhouse.

Setting details

Unique reference number	EY245732
Local authority	Northamptonshire
Inspection number	1064378
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	4 - 12
Total number of places	20
Number of children on roll	40
Name of registered person	School's Out Committee
Registered person unique reference number	RP521016
Date of previous inspection	24 January 2013
Telephone number	07758 368024

Schools Out Yardley Gobion was registered in 2002. It operates from the children's centre in the village of Yardley Gobion, Northamptonshire. The setting employs 15 members of childcare staff and of these, five members of staff hold appropriate early years qualifications. The manager holds a play work qualification. The setting opens from Monday to Friday all year round. Sessions are from 3.15pm until 6pm and 8.30am until 6pm during school holidays. The setting supports children who have special educational needs and disabilities.

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