

Lothersale Out of School and Holiday Club



The Village Club House, Lothersdale, KEIGHLEY, West Yorkshire, BD20 8HB

Inspection date	2 March 2017
Previous inspection date	4 June 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 staff team is not clear enough regarding the action they must take should a child protection concern be raised. Staff do not have an up-to-date knowledge of safeguarding or of the procedures to follow to report any such concerns.
- Staff are unaware of the procedure to follow should an allegation be made against a member of staff.
- A key-person system is not in place to promote the needs and coordinate the care of children.
- Self-evaluation is not used effectively to identify weaknesses in the provision or to set clear and measurable targets for improvement.
- Procedures for monitoring staff practice and identifying gaps in their understanding and knowledge are not effective enough, so that staff know what is expected of them in their roles.

It has the following strengths

- Children behave well and are considerate to each other as they play together. They share resources and show a kindness and respect in their play.
- Staff work well with both the school and parents to share information and discuss the child's day at school and at the club. Information on children's development is shared and a consistent approach is maintained between the school, home and the club.

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
<ul style="list-style-type: none"> ■ ensure that all staff understand their responsibilities for protecting children, are trained to understand the safeguarding policy and know the action to take should they have a child protection concern 	24/03/2017
<ul style="list-style-type: none"> ■ ensure that all staff know what to do and understand the appropriate reporting arrangements should a safeguarding allegation be made against a member of staff 	24/03/2017
<ul style="list-style-type: none"> ■ implement an effective key-person system to support children's needs and interests. 	17/03/2017

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

- implement an effective self-evaluation system to identify weaknesses in practice and to set clear targets that bring about improvement
- develop procedures for monitoring staff practice and identifying gaps in their understanding and knowledge.

Inspection activities

- The inspector observed the activities indoors and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the club manager.
- The inspector held a meeting with the club manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Janet Singleton

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Staff are uncertain of the action to take should a child protection concern be raised. They are not sure what they should do in the case of an allegation being made against a member of staff. That said, information is displayed clearly detailing the appropriate authorities to contact and the safeguarding policy is both detailed and compliant. Training for staff in regard to safeguarding is not effective. The manager has not put in place an effective system for evaluating the quality of the provision or for assessing staff skills. Staff are supervised and have opportunities to attend training. However, this is not sufficiently monitored to ensure staff understand their roles and responsibilities. Appropriate procedures are followed for the recruitment of staff and staff are suitably vetted. Risk assessments are undertaken and staff visually check the premises before and during each session to identify hazards and minimise risk. Parents are positive about the care their children receive and the activities they take part in. They say they are kept informed about what their children do when at the club.

Quality of teaching, learning and assessment requires improvement

Staff interact well with children as they encourage children to make choices and decisions about what they want to do after their day at school. Staff link with the school to share learning and build on what is taking place. However, there is no key-person system in place to fully meet children's individual interests and needs. Children are able to choose from the resources and confidently self-select what they wish to play with. Children build villages from the small-world resources and talk confidently about what they are doing and why. They talk to other children about their day at school as they listen and respond appropriately. The children have fun, laughing and giggling together as they tell each other how they went to school dressed as characters from books. Younger children are able to socialise with older children and this helps to prepare them for their next move within school.

Personal development, behaviour and welfare are inadequate

Staff's uncertainty of the action to take should there be concerns over a child's welfare puts children at risk. Additionally, the lack of a key person to support children in settling does not support their emotional welfare. That said, children are confident, settled and manage their care needs well. Mealtimes are sociable and children sit together eating a hot meal of fish and a wrap with salad as they chatter and laugh together. Staff support children to take responsibility and encourage them to do things for themselves. Children know the routine of the club and wait to be signed in the register before taking off their coats and hanging them up. They listen to staff and each other, responding well to instructions. Children are polite and well mannered as they share resources and develop tolerance and respect for each other. Opportunities are provided for children to take part in physical activities, for example, outdoor play.

Setting details

Unique reference number	EY415101
Local authority	North Yorkshire
Inspection number	1060950
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 - 11
Total number of places	18
Number of children on roll	50
Name of registered person	Lothersdale Community Out of School and Holiday Club Limited
Registered person unique reference number	RP901836
Date of previous inspection	4 June 2013
Telephone number	01535 634 863

Lothersale Community Out of School and Holiday Club was registered in 2010. The club employs five members of childcare staff. Of these, four hold appropriate early years qualifications to at least a level 3. The club opens Monday to Friday term time only, with sessions from 7.30am until 9am and from 3.15pm until 6pm. The holiday club operates from 8am until 6pm.

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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