

# Abelle Kids Club Creative Steps Furze

Furze Infant School, Bennett Road, Romford, RM6 6ES



<b>Inspection date</b>	7 March 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	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 have a sufficient understanding of the setting's safeguarding procedures. They are not confident about what action to take if they have a concern about a child or the practice of another member of staff.
- Individual staff supervision is not regular enough to ensure that staff have sufficient knowledge and understanding of how to implement policies and procedures effectively.
- Children are not clear about behaviour expectations. This is because staff do not always manage children's behaviour appropriately.
- A lack of planning, particularly at the beginning and at the end of the session does not ensure children enjoy a wide range of activities and resources that interest and challenge them.
- Leaders do not keep a close check on the quality of provision and the process for self-evaluation is ineffective. This means areas for development are not identified sufficiently well and action is not taken to ensure continuous improvement.

### It has the following strengths

- Children follow good hygiene routines. They enjoy healthy snacks which promote their good health.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ implement a policy, and procedures to safeguard children in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB). This must include an explanation of the action to take in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting</li> </ul>	29/03/2017
<ul style="list-style-type: none"> <li>■ ensure there is a designated practitioner to take lead responsibility for safeguarding children in the setting who is responsible for liaising with local statutory children's services agencies and Local Safeguarding Children's Board (LSCB), and is able to provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required</li> </ul>	29/03/2017
<ul style="list-style-type: none"> <li>■ ensure staff including those in senior positions are clear of their roles and responsibilities</li> </ul>	29/03/2017
<ul style="list-style-type: none"> <li>■ ensure staff use appropriate, positive and consistent ways to manage children's behaviour, so children know and understand what is expected and learn right from wrong</li> </ul>	29/03/2017
<ul style="list-style-type: none"> <li>■ provide effective staff supervision in order to improve practice and develop a shared approach to continuous improvement</li> </ul>	29/03/2017
<ul style="list-style-type: none"> <li>■ ensure staffing arrangements met the needs of all children this includes providing a wide range of activities that consider the age and needs of the children at all times.</li> </ul>	29/03/2017

## **Inspection activities**

- The inspector observed staff practice, their interactions with children and children's engagement with the activities on offer.
- The inspector met with the manager. They looked at children's records, planning documentation, evidence of suitability of staff and a range of documentation including policies and procedures.
- The inspector spoke with staff and children at various times during the inspection.
- The inspector took account of the views of parents who spoke with the inspector during the inspection.

### **Inspector**

Julia Crowley

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Safeguarding is not effective. Leaders have not carefully considered the content of policies and procedures. As a result, staff are not clear about how to report safeguarding concerns. Leaders and managers do not make accurate assessments of the quality of the provision and fail to support staff through induction and ongoing supervision. Staff have supervision meetings with the manager. These are not successful in identifying the inconsistencies in the staffs' understanding of policies and procedures. Actions set at the last visit have not been met due to ineffective monitoring by leaders and managers. Leaders do not ensure that the time children spend at the afterschool club is planned well enough. Children are not provided with a range of consistently interesting and well-resourced activities from start to finish of each session.

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

Younger children's needs are not met. Older children dominate group discussion as staff do not consider and plan for the wide age range of children attending. During carpet time staff ask the children questions that are suitable for older children but exclude the younger children from taking part and contributing. Indoor activities lack planning and preparation. Children are offered limited creative materials. These do not provide sufficient interest and challenge. Staff do not consider what interests all children. Consequently, children lose interest and do not take part.

### **Personal development, behaviour and welfare are inadequate**

Leaders and managers do not sufficiently provide for children's emotional and physical needs. Children are not provided with an appropriate balance of activities. For example, children who choose to rest are not provided with an area that encourages relaxation and a quiet time at the end of the school day. Parents are not satisfied with the quality and range of activities available to children. Leaders and managers have not clearly defined the purpose of the afterschool club. For example, there is little distinction between the end of the school day and the beginning of the afterschool club. Staff demonstrate a limited understanding of positive ways to manage children's behaviour. They remind the children of the school rules instead of the afterschool club's golden rules that have been established by both the children and staff. This causes confusion for the children and they do not have a clear enough understanding of what is expected when at the afterschool club. Children's welfare, behaviour and development is not supported sufficiently well.

## Setting details

<b>Unique reference number</b>	EY492432
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	1086179
<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 - 12
<b>Total number of places</b>	32
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Abelle Limited
<b>Registered person unique reference number</b>	RP906004
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07984783892

Creative Steps Out of School Club Furze registered in 2015 in Chadwell Heath in the London Borough of Barking and Dagenham. The setting runs an After School Club from 2.45pm pm to 6.00pm from Monday to Fridays for children aged 4 to 12 years old only. They have four staff, including the manager working with the children. All have suitable qualifications.

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