

Abelle Kids Club Thomas Arnold

Rowdowns Road, Dagenham, RM9 6NH



Inspection date 9 March 2017
Previous inspection date 14 July 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Met	4
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

- Safeguarding is ineffective. Staff are not clear about the procedures to follow when there are concerns about children or in the event an allegation is made against staff.
- Procedures for checking that staff are suitable to work with children are not effective. Recruitment procedures are not robust. The provider does not check that staff continue to be suitable, particularly in relation to disqualification and health matters.
- Leaders and managers do not monitor the quality of provision. Weaknesses in safeguarding practice and behaviour management have not been identified and addressed.
- Senior staffing arrangements are not supporting staff to be effective in their roles. Staff are not given appropriate supervision and induction.
- Staff are not well deployed to supervise children and meet their needs.
- Staff do not manage children's behaviour in a positive and consistent way. Children are not supported to understand what is expected and why.

It has the following strengths

- Children are provided with, and enjoy, a range of healthy foods at tea time.
- Children know how to look after themselves and wash their hands after toileting and before meal times.

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:

	Due Date
<ul style="list-style-type: none"> ■ ensure all staff understand and can implement the policy and procedures to safeguard children in line with the guidance and procedures of the relevant Local Safeguarding Children Board, including the internal and external action to be taken in the event of an allegation being made against a member of staff and when there are concerns about children’s safety and welfare 	29/03/2017
<ul style="list-style-type: none"> ■ ensure the designated practitioner who takes lead responsibility for safeguarding children in the setting and is responsible for liaising with local statutory children's services agencies and Local Safeguarding Children’s Board, is able to provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required, including the Prevent Duty 	29/03/2017
<ul style="list-style-type: none"> ■ ensure recruitment processes are robust in checking the suitability of staff, and that their ongoing suitability is checked, particularly in relation to disqualification and health 	29/03/2017
<ul style="list-style-type: none"> ■ ensure that procedures are in place to monitor the quality of the setting so that the play and learning experiences for children continuously improve 	29/03/2017
<ul style="list-style-type: none"> ■ improve senior staffing arrangements to ensure all staff are clear of their roles and responsibilities; provide an effective management structure that supports staff and provides appropriate supervision and induction 	29/03/2017
<ul style="list-style-type: none"> ■ ensure staffing arrangements meet the needs of all children with particular regard to the supervision of children with staff who are sufficiently deployed to meet children's needs and safety 	29/03/2017
<ul style="list-style-type: none"> ■ ensure children’s behaviour is managed positively and consistently to enable children to feel secure and supported to improve behaviour, cooperation and respect for others. 	29/03/2017

Inspection activities

- The inspector observed activities both indoors and in the outside area.
- The inspector spoke to children, staff, and the manager at appropriate times during the day. She held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents and took account of their views.
- The inspector looked at displays, evidence of training and a range of other documentation including, policies and procedures.

Inspector

Sam Colderwood

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. All staff have received safeguarding training and there is a lead practitioner responsible for safeguarding. However, staff are not clear about who to report to if they have concerns about children or if an allegation is made against a member of staff. All staff have completed Disclosure and Barring Service checks. However, procedures for ensuring staff are, and continue to be, suitable to work with children are not sufficiently robust. For example, there are no processes in place to check the suitability of staff moving into new roles and checks are not made on staff who declare they have health needs. Leaders and managers do not ensure staff receive an appropriate induction or supervision to help them understand and carry out their roles. Leaders and managers do not monitor the quality of the setting effectively and, therefore, they have not identified weaknesses in practice. This includes weaknesses in the deployment of staff and behaviour management. The setting has previously been set actions relating to safeguarding, supervision and checking the suitability of staff. These have not been met, which shows a lack of capacity to improve. Parents report how vital the setting is in supporting them to work and that their children enjoy attending. However, parents do not know specific information relating to the setting, such as how staff manage children's behaviour.

Quality of teaching, learning and assessment is inadequate

The quality of teaching and learning is inconsistent. The organisation of staff does not ensure all children's needs are met, particularly the younger children. For example, younger children spend periods of time wandering around with little interaction with other children and adults. During these times they are not engaged in purposeful play and learning. Children are not provided with enough resources to develop their imaginations and extend their learning. For example, a very small amount of playdough is provided for a large number of children who all access the activity at the same time. Whilst children are happy to share, they cannot be creative and use their imaginations to the full. This limitation to their learning and development is not recognised by staff. Staff do not plan effectively for children's outside play. For example, children choose resources, such as roller skates, but find they are not able to use them due to space restrictions. This leaves some children with nothing to play with and staff do not support them to come up with ideas about what they can do instead.

Personal development, behaviour and welfare are inadequate

Staff do not provide a positive and supportive environment for children. There is a behaviour management policy in place which states that children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, staff do not implement the policy or manage children's behaviour in a positive and consistent way. For example, during outside play, children are given 'time out' from their game when they do not do what is expected by staff. Children are not given an explanation for this or supported to understand why they have been removed from the game. During registration time, children are constantly told to listen and pay attention and stop what they are doing, but

they are not given an explanation as to why. Staff try and obtain children's attention by calling their names without any further explanation as to what is expected from them. This does not support children's emotional well-being effectively. Children are given a range of healthy foods for their tea and they report that their favourite thing about the setting is the food that they are provided with. They develop their self help skills and take care of their personal needs by washing their hands after toileting and before eating. However, older children are not listened to when they want to make choices, for example, about wearing their coats outside during warmer weather.

Setting details

Unique reference number	EY473937
Local authority	Barking & Dagenham
Inspection number	1084711
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	26
Number of children on roll	22
Name of registered person	Abelle Limited
Registered person unique reference number	RP906004
Date of previous inspection	14 July 2016
Telephone number	07804291817

Abelle Kids Club Thomas Arnold registered in 2013 .The club operates from Thomas Arnold Primary School in Dagenham. The provider employs two members of staff who all hold appropriate early years qualifications. The club opens each weekday from 3.15pm until 6pm, term time only.

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