

# George Fentham Before & After School Club

George Fentham Endowed School, Fentham Road, Hampton in Arden, Solihull, West Midlands, B92 0AY



## Inspection date

3 October 2017

Previous inspection date

23 March 2015

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		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The provider has failed to notify Ofsted of the changes to the management committee. She has not provided Ofsted with the information required to enable further suitability checks to be completed. This puts children's well-being and welfare at risk.
- Systems to monitor staff practice are not rigorous enough to raise the quality of teaching to a higher level. Staff do not have enough opportunities to develop their skills and knowledge to improve the outcomes for children.
- Self-evaluation is not used effectively to identify and address any weaknesses in practice and breaches of requirements.

### It has the following strengths

- Teaching is good. Staff are experienced practitioners. They work well with staff in the school to plan a wide range of activities that enhances children's learning. Children make good progress.
- Partnerships with parents are good. Staff share regular information with parents about their child's day and offer ideas of how they can extend children's learning at home. Parents comment that staff are caring and approachable and that their children's confidence has grown.
- Through discussions and activities, children have many opportunities to learn about similarities and differences between themselves and others and to appreciate the wider world beyond their own experiences.

## 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 there are effective vetting systems in place and Disclosure and Barring Service Checks are completed for all committee members	03/11/2017
■ ensure Ofsted is notified of changes to the committee in a timely way	03/11/2017
■ provide Ofsted with required information about the members of the committee to enable further suitability checks to be completed.	03/11/2017

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

- strengthen systems for monitoring staff practice as part of performance management to support staff to improve their personal effectiveness and help them deliver high-quality teaching
- improve systems of self-evaluation to identify weakness in practice and improve the overall quality of the provision.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She observed the lunchtime routine and staff interactions with children.
- The inspector held a meeting with the provider and spoke to staff, children and parents at appropriate times during the inspection.
- The inspector checked evidence of the suitability of staff and committee members and qualifications of all staff working with children.
- The inspector completed joint observations with the manager.
- The inspector spoke to parents during the inspection and reviewed written feedback provided.

### Inspector

Rupinder Phullar

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider, who is also the manager, has failed to notify Ofsted of some of the committee members that are responsible for running the setting. She has also not provided Ofsted with the required information to enable completion of further suitability checks on all committee members. Staff have attended child protection training. They have a secure understanding of the procedures to follow should they have concerns about a child in their care. Suitable recruitment procedures are in place. The manager monitors the progress children make and shares this information with the school and parents to help ensure children receive the support that they need. Regular informal discussions help staff keep up to date with changes in legislation. However, the manager does not monitor staff practice to identify where further development opportunities are needed to raise the quality of teaching. The manager seeks the views of parents and acts on their suggestions. She has addressed previous recommendations. However, self-evaluation is weak overall and is not used effectively to identify breaches in the requirements and set priorities for further improvements.

### Quality of teaching, learning and assessment is good

Staff effectively support children by taking into account their individual learning and development needs. They provide a wide range of activities indoors and outside that matches children's interests and preferences. For example, some children enjoy playing with small-world toys and others prefer to play chase with their friends. Children's early writing skills are supported well. They enjoy creative activities as they learn to use different tools competently, such as scissors and glue sticks. They cut strips of paper and competently use glue sticks to create their own artwork. Staff remind children to use the tools correctly and safely. Children enjoy dressing up and engaging in role-play activities. For example, they pretend to go shopping and buy items from the shopkeeper. Staff skilfully join in, ask questions and help children to develop their thinking and problem-solving skills. Children learn to count, recognise numbers and attempt to solve simple problems, helping to develop their mathematical skills. Staff praise children for their efforts and achievements, supporting them to remain engaged and motivated for longer.

### Personal development, behaviour and welfare are inadequate

Weakness in leadership and management, with regard to suitability checks of the committee, leads to children's overall safety and well-being being compromised. However, the environment in which children play is safe, secure and welcoming. Staff are good role models and speak to children in a calm and respectful manner. Children are encouraged to share and take turns during play and learn to look after the equipment and resources. Children enjoy healthy lunches provided by the school and have many opportunities to be physically active in the outdoor play area.

### Outcomes for children are good

Children's personal, social and emotional development is given a high priority. Their move between home into the setting and also from school is planned well to meet the needs of

each child. Children develop a sense of security and build trusting relationships with the staff, which supports their emotional well-being. Children are inquisitive and confident communicators. They share their views and opinions freely as they make choices in their play and learning. Children's literacy skills are supported in a variety of ways. For example, the setting is rich in print and children regularly visit the library for story time. Children are gaining the key skills needed to become successful learners.

## Setting details

<b>Unique reference number</b>	261012
<b>Local authority</b>	Solihull
<b>Inspection number</b>	1090488
<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>	3 - 11
<b>Total number of places</b>	44
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	The George Fentham Before and Afterschool VMC Committee
<b>Registered person unique reference number</b>	RP520080
<b>Date of previous inspection</b>	23 March 2015
<b>Telephone number</b>	01675 443913

George Fentham Before & After School Club registered in 2001. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and above. The club is open from 8am to 9am and from 3.20pm to 6pm. The wrap-around care for the nursery group runs from midday to 6pm, Monday to Friday, during term time. The setting also operates a holiday club, running from 8am to 5pm. They offer sessions throughout the week during the Easter holiday, four weeks in the summer holidays and during some half-term holidays.

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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