

# Honicknowle After School Club/playscheme



Honicknowle Youth & Community Centre, Honicknowle Green, Plymouth, PL5 3PX

## Inspection date

13 October 2017

Previous inspection date

16 April 2014

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 provider fails to ensure that the manager and staff safeguard children at all times, to protect them from potential harm when using the internet, placing children at unnecessary risk. The management team does not ensure that all volunteers are suitable to work with children. The manager is unaware of when they become 16 years of age and that they must undergo suitability checks.
- The manager is unaware that some staff's first-aid qualifications have expired and she organises them to collect children from school alone. This compromises children's safety in an emergency.
- The management team has not ensured effective improvements since the last inspection, to develop successful links with parents and teachers to meet children's individual needs.
- Staff do not make the most of routine opportunities to support children to develop their independence or make their own choices.
- The management team does not plan effectively for improvement. It is unaware of the weaknesses that compromise children's safety, welfare and well-being. Self-evaluation is ineffective.

### It has the following strengths

- Children are happy and enjoy their time at 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
■ take all reasonable steps to ensure that children are safe and protected from potentially harmful online material	03/11/2017
■ ensure that all persons aged 16 years and over who are in regular contact with children have undergone suitable persons checks, including volunteers	24/11/2017
■ ensure those staff who have sole charge of children and accompany them on outings have a valid paediatric first-aid certificate	24/11/2017
■ establish a two-way flow of communication between parents and teachers, to work together to meet the needs of all children.	03/11/2017

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

- build on routine opportunities to help children develop independence and make their own choices
- introduce reflective practices to help identify weaknesses and plan clear targets for improvement that enable the team to fulfil their responsibilities and support children's individual needs and experiences.

### Inspection activities

- The inspector accompanied a member of staff to collect some children from school.
- The inspector spoke to children, staff and parents during the inspection.
- The inspector observed children playing with others and staff.
- The inspector completed a joint observation with the manager and held a meeting with her to discuss how she organises activities and plans for children's learning.
- The inspector sampled a range of documents, including staff qualifications, and policies and procedures.

### Inspector

Tristine Hardwick



## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. There are several breaches to the requirements of the early years foundation stage and the Childcare Register, which have a significant impact on children's safety and welfare. The management team does not ensure that the electronic devices children use have appropriate filters or that staff monitor children to protect them when online. For example, during the inspection, the manager was unaware that children accessed websites that could display inappropriate material. The manager and staff undertake some training and know how to identify and report any child protection concerns they have. However, the manager does not ensure that staff who collect children from school have a valid first-aid qualification. Despite following safe recruitment procedures overall, the provider is unaware that volunteers who assist staff with school collections have reached the age of 16 years. She has not ensured that they have undergone suitable person checks. Self-evaluation is not effective to identify weaknesses and drive improvement. The management team does not use self-evaluation to improve the overall quality, staff skills and children's experiences.

### Quality of teaching, learning and assessment requires improvement

Overall, staff support children well. Children are confident and enjoy the range of activities offered. For example, they take part in imaginary play opportunities that help younger children to work through their everyday experiences. Children develop their social skills and learn to interact with children of different ages, as well as from their own and other schools. Staff support older children to complete their homework, such as helping them to work out different ways to calculate to 100, building on their mathematical knowledge. However, partnerships are not effective. The management team has not developed close links with parents or schools, to seek and share information, as recommended at the last inspection. They do not work together to consistently support children's individual needs based on what they already know and can do.

### Personal development, behaviour and welfare are inadequate

Failures in the leadership and management compromise children's safety and well-being. The manager does not monitor children's use of the internet, which means children are at risk of accessing inappropriate material when online. She does not ensure all staff, including volunteers, have undergone the necessary suitability checks. She does not ensure that staff have valid first-aid certificates when they take children on outings and pick them up from school, to deal with any injuries or accidents children may sustain. Staff do not build on routine activities well enough to help children establish their independence or to make their own decisions. For example, at inspection, children had to wait unnecessarily as one member of staff gave out drinks and yoghurts and cored and sliced apples for snack. Although children were patient and behaved well, they were unoccupied and capable of doing these tasks themselves. Staff did not encourage them to help or make choices, such as about what fruit they prefer. Staff also completed other simple tasks for children, such as squirting liquid soap to wash their hands. This does not motivate children to be independent.



## Setting details

<b>Unique reference number</b>	117122
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	1068414
<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 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	Honicknowle Commnet Limited
<b>Registered person unique reference number</b>	RP517712
<b>Date of previous inspection</b>	16 April 2014
<b>Telephone number</b>	01752 216516

Honicknowle After School Club/playscheme registered in 2000. The club is open each weekday from 3pm to 6pm, term time only. There are five members of staff who all hold appropriate early years qualifications. Three members of staff, including the manager, are qualified at level 3 and two are qualified at level 2.

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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