

Skools Out After School Club



Lea Memorial Primary School, New Road, Far Forest, Bewdley, Kidderminster, Worcestershire, DY14 9TQ

Inspection date 21 November 2017
Previous inspection date 15 June 2017

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Inadequate | 4 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Not applicable | |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children in the early years age range are not assigned a key person. There is not a specific link to a member of staff to ensure that every child's care is tailored to meet their individual needs.
- Training for staff now ensures the mandatory requirements are met. However, staff's knowledge of the wider safeguarding issues and the linked statutory guidance is not fully developed.
- Staff, on occasions, do not consistently manage children's behaviour well enough to ensure children are clear about the expectations for good behaviour while in the club.
- Staff do not always manage the environment effectively. Sometimes, it is too noisy for children to listen and concentrate.

It has the following strengths

- The provider and management team have taken positive action to review policy and practice within the setting since the last inspection. This includes more robust recruitment and vetting procedures and making the arrangements for day-to-day management of the provision more transparent. Improvements in staff deployment ensures children are supervised appropriately at all times.
- Children are happy and enjoy attending the club. Staff organise resources well to promote children's enjoyment and help them to make choices about what they would like to play with.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

| | Due Date |
|--|-----------------|
| ■ ensure a key person is assigned to each child in the early years age range to help make sure every child's care is tailored to meet their individual needs | 30/11/2017 |
| ■ focus the professional development of staff more precisely on raising their knowledge and understanding of the wider safeguarding issues. | 30/11/2017 |

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

- strengthen staff's understanding of using behaviour management strategies appropriate to children's age and needs, so that children are clear about the expectations for good behaviours, particularly on their arrival at the club
- manage the environment more effectively so that children can always listen and concentrate on their activities.

Inspection activities

- The inspector observed the activities indoors and outdoors and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Jackie Nation

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff understand the signs and symptoms that would cause concern about a child's welfare and they understand procedures to follow in the event of a concern. However, they are not as knowledgeable about the wider safeguarding concerns that may have an impact on children's safety and well-being. Staff follow established routines when collecting children from school. Children play in a safe environment and staff supervise them closely as they move between the indoor and extensive outdoor areas. This practice promotes children's safety and well-being. Staff liaise well with teachers in the host school. This enables them to plan activities which complement children's learning.

Quality of teaching, learning and assessment is good

Staff are well qualified and children are warmly welcomed on their arrival at the club. Staff know how to support and guide children's learning effectively in this type of provision. Staff are effective in the way they interact with the children. They work well with the younger children to build on the skills they already have through play and exploration. Children develop good independence skills and resources are easily accessible. Children use their imaginations well as make up their own games and pretend to make food in the home corner. Children create their own designs using a range of construction materials and talk about building houses and satellites. They are proud of their achievements. Staff build on children's mathematical and literacy skills. Children play bingo and card games and learn to place the cards in number order. They are encouraged to write their name on their art work. Children use the leaves collected from outside for painting and printing activities. Staff encourage children to join in with turn-taking games and work with each other to develop their play.

Personal development, behaviour and welfare require improvement

Children are cared for in a welcoming environment. However, young children do not have a key person to support them and help them to form a secure and trusting relationship with a named person from the outset. Overall, children's behaviour is good and they are encouraged to share, take turns and think about others. However, staff do not respond to occasional boisterous behaviour appropriately to enable children to understand what is expected from them. Furthermore, noise levels in the group are sometimes high which impacts on other children's ability to listen and concentrate as they play. Staff give children plenty of attention and time to talk about their day. This fosters children's emotional well-being. Children's good health and physical development is supported effectively. Children enjoy spending lots of time playing outdoors where they engage in active play. They enjoy healthy snacks and follow good hygiene procedures. Children spoke confidently during the inspection and said that they enjoy attending the club.

Setting details

| | |
|--|---|
| Unique reference number | EY316558 |
| Local authority | Worcestershire |
| Inspection number | 1101403 |
| 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 | 3 - 11 |
| Total number of places | 21 |
| Number of children on roll | 6 |
| Name of registered person | Sara Jane Bradbury |
| Registered person unique reference number | RP514705 |
| Date of previous inspection | 15 June 2017 |
| Telephone number | 01299 828021 |

Skools Out After School Club registered in 2005. The club employs six members of childcare staff. Of these, three hold appropriate qualifications ranging from level 2 to level 3. The club is open from Monday to Friday, term time only. Sessions are from 8am until 8.50am and 3pm 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

