

St Monica Kidz Club

St. Monica Infant School, Bay Road, Southampton, SO19 8EZ



Inspection date	13 December 2017
Previous inspection date	7 February 2013

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		Not applicable	

Summary of key findings for parents

This provision is inadequate

- The management and staff do not have sufficient understanding of current safeguarding issues, policies and procedures. They fail to keep up to date with latest guidance and legislation. This significantly compromises children's safety and well-being.
- The manager and staff do not consistently implement clear boundaries or use positive strategies to manage children's behaviour and support them to learn what is expected of them. For example, on occasion, children's poor behaviour escalates quickly and staff do not promptly step in to control this. This leads to high noise levels and other children's play being disrupted.
- The manager and her staff do not make the most of opportunities to promote children's understanding of healthy eating. For example, during cooking activities staff do not encourage children to consider which ingredients are healthier than others.
- Management and staff do not use self-evaluation effectively to help them identify where their practice and provision require improving. For example, they have not managed to effectively identify breaches in requirements that compromise children's safety, or encourage parents and children to share their views as part of their evaluation process.

It has the following strengths

- Children are happy and look forward to their time at the provision. Staff encourage children to take part in enjoyable activities, such as weighing ingredients to make dough and creating their own gingerbread men.
- Children enjoy being imaginative and engage well in role-play activities with each other.

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 all management and staff understand the safeguarding policies and procedures, and keep this knowledge up to date, including government guidance on how to identify and respond to concerns about children being exposed to extreme ideas, views or behaviour	20/12/2017
■ develop staff's understanding of how to manage children's behaviour, including giving clear and consistent messages to children to help them understand how their actions affect others and what is expected of them.	20/12/2017

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

- support children to gain a good understanding of healthy lifestyles and healthy eating
- improve the effectiveness of self-evaluation and encourage and include the views of children and parents to strengthen the monitoring of the setting further.

Inspection activities

- The inspector sampled documentation, including policies and procedures, and children's records.
- The inspector carried out a joint observation on an activity with the manager.
- The inspector spoke to parents and considered their views.
- The inspector observed staff's interactions with children.
- The inspector observed children making snacks.

Inspector

Tiffany Morris

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider does not ensure staff have a sufficient understanding of current safeguarding procedures and this significantly compromises children's safety. Staff do not have a secure awareness of current safeguarding legislation and are not aware of how to recognise all possible signs of abuse, such as from extreme views and beliefs. The manager does not monitor staff's knowledge effectively. For example, she did not monitor or assess their understanding of child protection after they attended training, so was unaware of the gaps in their knowledge around current safeguarding legislation. The manager has not effectively encouraged parents and children to share their views, to help drive improvements to the setting forward. This was also a recommendation raised at the last inspection and it has not been effectively addressed. The manager and staff do not all consistently manage children's behaviour appropriately. At times, the manager does not effectively support newer staff to implement the setting's behaviour management strategies. For example, children are not consistently supported to manage their behaviour. In addition, when noise levels become too high staff do not consistently blow the whistle and do the rhyme children know to indicate they need to lower their voices. The manager works with parents to gain an awareness of children's medical needs, and this supports them to meet children's individual health needs well.

Quality of teaching, learning and assessment is good

Staff encourage children to take part in a good range of activities and to use their imaginations and creativity. For example, children enjoy decorating gingerbread men with various toppings and carefully control the icing to make the faces. Overall, children concentrate well during their play. Staff identify younger children's next stages of learning and support their individual needs well. They work closely with staff at local schools and use what they learn to help them effectively build on what children already know. For example, children are given roles to build their confidence and use their mathematical skills to recognise numbers on the advent calendar. Children engage in imaginary play and thoroughly enjoy the home corner. For example, children use a wok to pretend to cook food and learn to take turns. Staff are attentive and support children in their choices. For example, they sit down calmly with children and read to them. Staff are enthusiastic and enjoy playing with children. For instance, staff join in with children's play as they construct aeroplanes and encourage them to search for missing parts and find solutions.

Personal development, behaviour and welfare are inadequate

Breaches in the safeguarding and welfare requirements significantly compromise children's welfare. The manager and staff do not consistently manage children's behaviour and help them learn what is expected of them. For example, during a cooking activity some children did not listen to staff's instructions and fought over equipment, and this disrupted the session for other children. Children have strong independence skills. They prepare their own snacks with staff supervision. However, at inspection, the manager did not extend children's awareness of healthy lifestyles as they made their own snacks. For example, children spread incredibly large amounts of butter on their wraps and crackers and were not supported to recognize that this was not healthy. In addition, when children asked

questions about fruit staff did not use this opportunity to build further on their awareness of healthy eating.

Setting details

Unique reference number	EY450976
Local authority	Southampton
Inspection number	1062851
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 - 12
Total number of places	35
Number of children on roll	4
Name of registered person	Kidz Play (UK) Limited
Registered person unique reference number	RP901363
Date of previous inspection	7 February 2013
Telephone number	07591 130746

St Monica Kidz Club registered in 2012. It operates from St Monica Infant School, in the Sholing area of Southampton. The club operates before and after school and during some holidays. It opens from 7.30am to 9am and 3pm to 6pm during term time. When operating in the holidays it opens from 8am to 6pm. There are four staff working with the children, one of whom has a relevant qualification at level 3.

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