

Nether Green Infant After School Club



Nether Green Infant School, Stumperlowe Park Road, SHEFFIELD, S10 3QP

Inspection date

9 February 2018

Previous inspection date

8 January 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		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 provider has not provided Ofsted with the information needed to check the suitability of all committee members.
- The provider does not have a full understanding of their roles and responsibilities to meet the requirements of the early years foundation stage.
- The manager does not yet identify precise professional development and training opportunities for staff to raise practice further.
- Staff do not make the most of opportunities to extend children's confidence in group activities and support them to explore their thinking beyond their immediate knowledge.

It has the following strengths

- Partnership working with parents and the host school is positive. This helps staff be aware of children's individual needs, to promote their emotional well-being.
- Children are happy and interact well with each other. They show familiarity with daily routines and confidently lead their play using the range of resources provided.
- The organisation of the play-based environment allows children to have opportunities to play freely. This helps to promote their independence and self-help skills. They also learn about various aspects of healthy lifestyles.
- The staff are caring and engage well with children in a welcoming and friendly provision. This promotes positive relationships and helps all children to develop a sense of belonging and emotional well-being.

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 Ofsted are provided with the necessary information about changes to members of the committee for them to ascertain their suitability in a timely manner	28/02/2018
■ ensure that the provider has a full understanding of their roles and responsibilities to meet the requirements of the early years foundation stage.	28/02/2018

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

- strengthen the evaluation of staff's skills to identify precise professional development and training needs to raise the quality of practice even further
- provide more opportunities that challenge children to build their confidence in group activities and be able to explore and extend their thinking beyond their immediate knowledge.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lianne McElvaney

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The provider does not fully understand his legal role and responsibility to ensure children's safety at the club. He has failed to notify Ofsted of changes to some committee members. Ofsted has not been supplied with relevant information about them to ensure that required suitability checks can be completed. This compromises children's welfare and safety. Nevertheless, staff are fully aware of their role and responsibility in protecting children from abuse. They know the procedures to follow to protect children in their care. They have attended recent training and have a secure knowledge of changes to safeguarding matters. Staff have a clear understanding of the club's policies and procedures. The manager has introduced an effective system for ongoing supervision and coaching of staff. However, this has not yet had time to embed into practice, to fully support identifying areas for improvement in staff performance. Daily checks of the environment help staff to maintain a secure and safe environment. Staff gather feedback from children and ask them for ideas for activities that they would like in the club. This supports the manager and staff to evaluate the success of the service they provide.

Quality of teaching, learning and assessment is good

Children are warmly greeted by staff and show familiarity with routines as they sit together for registration. They are confident communicators as they share their events from school and home. Staff praise children's efforts and contributions which helps them to feel valued and respected. Staff talk to teachers and pass on any relevant information to ensure children's transition to the club is supported well. Information about what children are learning at school is obtained so that staff can complement this in the club. Staff plan activities that support children's interests effectively. When they resource the activities, they make sure there is plenty of equipment so that all children can participate. This secures children's inclusion effectively. Staff promote children's independence well and they quickly develop these skills. For example, they take responsibility for putting away their coat and bag when they arrive and serve themselves food at teatime. Children develop their physical skills outdoors. They play football together, climb on the school assault course and negotiate obstacles as they play chase.

Personal development, behaviour and welfare are inadequate

Children's safety and well-being is compromised because the suitability of people on the committee has not been verified. Nevertheless, children of varying ages play well together and are very polite and well behaved towards others. They enjoy the freedom to select resources to promote their physical skills as they learn to negotiate the space indoors and outdoors. Staff provide reminders about the areas used for active play and this helps younger children to develop an understanding of managing aspects of their own safety. Relevant information is obtained from parents to ensure staff are aware of children's health and medical needs. Various methods of communication help to keep parents informed about their children's day. Parents speak positively about the club. They confirm that their children enjoy attending and talk about the various activities they participate in. For example, a parent talks about how much their child enjoys the weekly baking

sessions. Staff make good use of communication with the host school to ensure children's emotional needs are met. For example, staff share their observations of how children behave in the club.

Setting details

Unique reference number	EY462736
Local authority	Sheffield
Inspection number	1102503
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 - 7
Total number of places	45
Number of children on roll	24
Name of registered person	Nethergreen Infants After School Club
Registered person unique reference number	RP532600
Date of previous inspection	8 January 2014
Telephone number	07522 267 671

Nether Green Infants After School Club registered in 2013. The club employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 1. The club opens from Monday to Friday, term time only. Sessions are from 3.10pm 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.

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