

Sherpa Kids St Johns Church Of England Canterbury



St. Johns Primary School, St. Johns Place, CANTERBURY, Kent, CT1 1BD

Inspection date	6 February 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
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

- Leaders do not understand their roles and responsibilities. They do not make sure that all staff have the relevant suitability checks in place. As a result, leaders do not know if all staff are safe to work with children. Leaders do not ensure records are readily available for inspection which hinders their ability to be effective. They do not display their registration certificate, as required.
- Leaders do not make sure there is a named deputy to be able to take responsibility in the manager's absence. They do not ensure Ofsted is aware of the manager in place.
- Leaders do not provide adequate monitoring for staff to assist them to develop their knowledge and skills.
- Staff do not always swiftly manage older children's behaviour. At times, staff interactions do not fully sustain children's attention and support their interests well.
- Self-evaluation is not effective in identifying areas of weakness and this limits the opportunity to make improvements.

It has the following strengths

- Staff provide opportunities to help children gain the skills they need for school and their future learning, such as reading and writing activities.

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 staff have an enhanced Disclosure and Barring Service check	26/02/2018
■ make sure all records are available for inspection, such as staff qualifications, including first-aid certificates and recruitment and vetting processes	26/02/2018
■ ensure the certificate of registration is displayed at the after-school club	26/02/2018
■ make sure there is a named deputy who is qualified to take the lead in the manager's absence	26/02/2018
■ improve the notification processes to ensure that Ofsted is aware of any persons who are managing the after-school club	26/02/2018
■ improve staff monitoring, in particular providing regular supervision, training and support to help improve their interactions and develop each child's interests and concentration in activities	05/03/2018
■ ensure staff take appropriate swift action to manage children's behaviour and help meet all their individual needs.	05/03/2018

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

- improve the self-evaluation processes to help identify areas of weakness and set targets for improvement.

Inspection activities

- The inspector observed the quality of staff interactions and the impact this has on children's individual needs.
- The inspector viewed a range of documentation, including suitability checks and policies and procedures.
- The inspector held a meeting with the manager.
- The inspector spoke to children, parents and staff.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Leaders do not meet all the requirements of the early years foundation stage and Childcare register. This puts children's safety and welfare at risk. They do not ensure that all staff have the relevant Disclosure and Barring Service checks. Leaders do not make sure all records are accessible for inspection. Staff files are disorganised and important documents are missing or held off-site. For example, staff's qualifications, including appropriate first-aid certificates, and recruitment and vetting information were not available at the time of the inspection. Leaders do not provide effective staff support and training. For example, they do not have regular supervision, despite the manager's best efforts, to help develop their practice. However, staff have a secure understanding of the signs that would cause them concern about a child's welfare and the processes to follow. Staff know what would affect their suitability to care for children. Self-evaluation is not robust enough to help identify areas of weakness and develop the quality of the after-school club.

Quality of teaching, learning and assessment requires improvement

Staff listen to children as they happily talk about their day when they arrive at the after-school club. Staff give children plenty of time to relax and play. For example, they sit on a sofa and look at books together with their friends. Staff offer a variety of resources and provide children with opportunities to make their own choices. For instance, they select an electronic fish game and staff support them to use their number skills, counting, using simple addition and grouping items together. However, staff interactions do not always efficiently keep children's concentration and fully extend their interests. Consequently, children, sometimes, do not engage well and wander away from their chosen activities. Staff support children's self-esteem and confidence well, such as providing them with positive praise and encouragement. Parents comment that staff share regular information with them to keep them informed about their child's time at the after-school club. Staff form successful partnerships with other settings to help provide continuity in children's care.

Personal development, behaviour and welfare are inadequate

Staff do not always manage older children's behaviour quickly and effectively. As a result, younger children's individual needs are not consistently met because of rowdy behaviour by the older children. When staff do intervene, they encourage children to share, take turns and remind them to be kind to their friends. On the whole, staff support children's emotional well-being, giving them extra care and attention when needed. Children develop their physical skills well. For instance, they play football in the large hall. Staff help children learn to keep themselves safe and know what to do in case of an emergency.

Setting details

Unique reference number	EY551776
Local authority	Kent
Inspection number	1122731
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	15
Number of children on roll	14
Name of registered person	Sherpa Nominees Group Pty Ltd
Registered person unique reference number	RP541405
Date of previous inspection	Not applicable
Telephone number	07760 436 405

Sherpa Kids St Johns Church Of England Canterbury is situated in the grounds of St. Johns Primary School, Canterbury. It is one of three settings owned by the same provider. The after-school club operates from 3pm to 6pm, Monday to Friday, term time only. There are three members of staff, two of whom hold relevant level 2 and 3 childcare qualifications.

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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