

Meersbrook Park After School Club

The Pavillion, Meersbrook Park Road, Sheffield, S8 9FP



Inspection date

17 May 2018

Previous inspection date

14 December 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		Requires improvement	3
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:

- The use of evaluation to identify the strengths and weaknesses of the club is not fully embedded in practice. Consequently, action plans lack detail making it difficult for the club to sustain changes or to clearly evidence continual improvement.
- The newly established programme for the professional development of all staff is not yet focused precisely enough on extending staff's skills and knowledge even further.
- Staff do not organise activities at the beginning of the session effectively enough. Consequently, children are not learning to be respectful of their environment or of each other.

It has the following strengths

- The committee have a more active role, and are clear about their responsibilities. Regular meetings are held with the manager and a new supervision process is in place.
- Staff are friendly and have positive relationships with the children, who are happy and settled in their care. Parents in particular comment on the community feel the club fosters between older and younger children.
- Staff have developed good links with the local primary schools. They share relevant information with teachers to enable them to support children's future learning.
- Children enjoy the activities provided. They especially enjoy taking part in group activities, such as cat and mouse parachute games, where they are encouraged to work together, share and take turns.

What the setting needs to do to improve further

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

- develop the use of evaluation to identify the strengths and weaknesses of the club, and develop clear action plans to promote continual improvement and ensure any changes made are sustained
- extend the programme of professional development so that it is highly focused on raising the quality of staff interactions with children
- support children to understand how to be more respectful of the environment and each other, particularly at the beginning of the session.

Inspection activities

- The inspector viewed all areas of the club accessed by children.
- The inspector observed play and learning opportunities for children and spoke to staff members in the club.
- The inspector carried out an interview with members of the management committee and the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the club's self-evaluation and improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

Inspector

Tara Street

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff know what to do if they have any child protection concerns and are aware of possible signs and symptoms of abuse. When walking to and from school, staff talk to children about any hazards so that children learn about keeping themselves safe. Staff carry out visual checks on the environment and resources to ensure these are safe and secure for children at all times. This includes when children are using the adjacent public park. Staff are vigilant at completing regular head counts and monitoring who is in the park, identifying any possible risks or hazards. The manager and staff have attended some relevant training, including first aid and child protection. However, the newly established professional development programme is not yet sharply focused on strengthening the quality of staff interactions to an even higher level. Staff work well together as a team and communicate on a daily basis. They are encouraged by the manager to share ideas and suggestions with each other. However, evaluation and action planning to address any strengths and weaknesses of the club are not robust enough to ensure they always sustain the changes made or continue to improve.

Quality of teaching, learning and assessment requires improvement

Children confidently make decisions about what activities they would like to do during the session. Staff listen to their ideas and value their choices. Children are free to move between the rooms as they choose. They enjoy taking part in art and craft activities, where they express their own ideas and use their imagination. For example, children confidently use a range of coloured pencils and stencils to create individual pieces of art work. Others work closely with staff to write their name in Arabic with paints. Children spend time quietly reading or playing with small world dolls and animals, both alone and with others. Staff praise children for their creative work, ideas and suggestions. This boosts their self-esteem and encourages them to have a go at more activities.

Personal development, behaviour and welfare require improvement

Following the last inspection, every child now has an allocated key worker. This has strengthened the settings work with parents, enabling staff to find out about children's likes and personalities. Children are lively and boisterous. However, most behave appropriately and, following the last inspection, staff have been working closely with the children to establish new behaviour rules and boundaries. This has had a positive effect, particularly at snack time and during group activities. However, the organisation of activities at the beginning of the session does not always support children to be respectful of the environment and of each other. Children enjoy the time they spend at the club. Staff provide feedback to parents about their child's experiences at the club and share any relevant messages from school. Children are provided with a varied range of snacks to meet their health needs, including as cheese straws and tomatoes. Staff understand the health benefits of children playing outdoors. They make good use of the adjacent public park to provide opportunities for children to play in the fresh air and engage in physical activity.

Setting details

Unique reference number	300821
Local authority	Sheffield
Inspection number	1133796
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 - 11
Total number of places	42
Number of children on roll	92
Name of registered person	Meersbrook Park After School Club Committee
Registered person unique reference number	RP904761
Date of previous inspection	14 December 2017
Telephone number	07931993596

Meersbrook Park After School Club registered in 1995. The club employs nine members of childcare staff. Of these, three hold an appropriate early years qualifications at level 2, three at level 3 and one has Qualified Teacher Status. The club opens Monday to Friday, term time only. Sessions are 7.30am until 8.30am and from 3pm until 6pm. A holiday play scheme also runs the first two weeks of the summer holidays.

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