

# Ropley Breakfast and After School Club

Ropley C of E Primary School, Church Street, Ropley, ALRESFORD, Hampshire SO24 0DS



<b>Inspection date</b>	28 November 2018
Previous inspection date	28 November 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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 does not ensure all staff have a sufficient understanding of current child protection issues, and safeguarding policies and procedures. This is a breach in legal requirements and compromises children's welfare.
- Induction procedures are poor. The provider fails to ensure new staff are fully aware of their roles and responsibilities. This has a significant impact on children's safety.
- The provider has not addressed all actions raised at the last inspection adequately. She does not monitor staff practice effectively or provide them with the necessary coaching and support sessions to help identify areas where their practice, such as knowledge of safeguarding, needs improving.
- The provider fails to notify Ofsted of a change in manager. She does not review the provision effectively enough to identify continuous areas for improvement.

### It has the following strengths

- Staff seek parent views to identify and meet children's individual needs. They exchange information with teachers, which helps them to support children's learning at school.
- Staff listen to children and have a calm approach and friendly manner. All children behave well. They are polite and respectful of each other.
- Staff make regular observations of children's enjoyment in their activities. They use this knowledge well to plan future activities and develop children's self-confidence.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff are trained to understand child protection issues and the safeguarding policies and procedures	19/12/2018
improve procedures for staff induction, in particular ensuring new staff are trained to understand their roles and responsibilities	19/12/2018
implement strategies to monitor staff practice and offer support and guidance for staff to improve their knowledge and understanding in all areas of practice	19/12/2018
develop an understanding of legal requirements, in particular notifying Ofsted of a change in manager.	19/12/2018

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

- improve the evaluation methods and identification of the club's strengths and weaknesses.

### Inspection activities

- The inspector had a tour of the premises with the provider.
- The inspector held discussions with the provider, staff and children at appropriate times during the inspection.
- The inspector observed staff interactions with children during activities indoors and outdoors, and looked at a range of resources and equipment.
- The inspector spoke to children and parents during the inspection and took account of their views.
- The inspector sampled documentation, including staff records, children's records, and policies and procedures.

**Inspector**  
Jane Franks

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Not all staff have a secure understanding of their role and responsibility to protect children. For example, at inspection, they could not confidently share the procedures to follow, and the relevant agencies to contact, should they have a concern about a child or another member of staff. Furthermore, not all staff are alert to the signs of extreme views and behaviour. The provider does not fully understand the legal requirements of her role, such as notifying Ofsted of a change of manager. Induction procedures are weak. The provider has not ensured that the new manager understands her roles and responsibilities fully, in particular in ensuring all staff have completed induction training and understand child protection issues. This has a significant impact on children's safety. However the new staff team are keen to develop the setting. Parent's comment that their children really enjoy being at the club and they rarely want to go home at the end of the session. Children comment that staff listen to them and they have opportunities to make independent choices in their play. The provider has established some priorities for improvement, however, she has not done enough to address all the weaknesses identified at the last inspection. For example, staff now have opportunities to update their skills and knowledge, however management fail to monitor this, to ensure all mandatory training is completed. Poor self-evaluation, induction and the supervision of staff has resulted in weaknesses in the provision and gaps in staff safeguarding knowledge, that compromise child's welfare and safety.

### Quality of teaching, learning and assessment is good

Children enjoy a wide variety of experiences that complement their learning in school. For example, they draw pictures that relate to their favourite stories, enjoy ball games and write down their scores. Children show good hand-to-eye coordination. For example, they successfully connect a dinosaur skeleton together. Staff follow children's interests and engage them in discussion. They build on their communication and language skills during all activities. The environment is organised to help children make choices in their play. Staff support children well and encourage the use of various materials and media. Children enjoy imaginative activities. They build construction models and actively discuss their achievements.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management have a significant impact on children's overall safety, welfare and personal development. Children know where to put their belongings on arrival. They move around the premises confidently and are supported well through staff's caring, close supervision. Staff provide a variety of fresh foods each day. Children learn about positive food choices and independently select nutritious fillings for their sandwiches and wraps. Children practice new skills and enjoy being physically active. For example, they persevere and learn how to use hoops in different ways.

## Setting details

<b>Unique reference number</b>	EY386708
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10079580
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Alresford Youth Association Committee
<b>Registered person unique reference number</b>	RP910782
<b>Date of previous inspection</b>	28 November 2016
<b>Telephone number</b>	07876 165 592

Ropley Breakfast and After School Club registered in 2008. It is one of two settings run by the Trustees of Alresford Youth Association. It operates from Ropley Church of England Primary School in Ropley, Hampshire. The club operates Monday to Friday during term time only. It opens before school from 7.30am to 8.45am, and after school from 3pm to 6pm. There are currently seven members of childcare staff. Of these, three hold appropriate early years 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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