

Butterfly After School Club



St Martins Community Centre, Abbots Park Road St Martins Estate,
LONDON SW2 3PW

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| Inspection date | 24 January 2019 |
| Previous inspection date | 12 September 2017 |

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|---|-------------------------|----------------------|----------|
| | 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

- Practitioners do not understand the safeguarding policy. They do not know the procedures to follow if they have concerns about children's welfare, or the behaviour of other practitioners. They do not understand their responsibility to protect children, who are not adequately safeguarded as a result.
- Induction procedures are not effective. Practitioners do not have enough support to fully understand their roles and responsibilities at the club. This raises significant concerns about children's safety.
- Despite an action set at the previous inspection, the manager still has not made effective arrangements to carry out practitioners' supervisory sessions. She continues to fail to support their professional development and knowledge, and to identify training requirements.
- The manager cannot provide evidence regarding all practitioners' suitability and training. She is unable to demonstrate how she ensures the safe management of the club.

It has the following strengths

- Practitioners build effective links with parents and share ongoing information about children's needs. Parents praise the practitioners' caring practice with children.
- Since the last inspection, the manager has been developing a system of self-evaluation. She asks children and parents for their views and makes changes to improve children's experiences.

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 that the manager and all practitioners understand the policy and procedures for safeguarding children | 17/06/2019 |
| ensure all practitioners understand what action to take when there are safeguarding concerns about a child and in the event of an allegation being made about a practitioner | 17/06/2019 |
| obtain enhanced Disclosure and Barring Service checks for all practitioners working with children at the club | 17/06/2019 |
| ensure effective arrangements for the induction and ongoing supervision of practitioners, so that they understand their roles and responsibilities and develop their practice | 17/06/2019 |
| make records easily accessible and available to ensure the efficient management of the club and to help ensure the needs of children are met. | 17/06/2019 |

Inspection activities

- The inspector spoke to a small number of parents and took account of their views.
- The inspector viewed the premises and observed indoor and outdoor activities.
- The inspector viewed the quality of practitioners' interactions between practitioners and children.
- The inspector spoke with practitioners and children during the inspection.
- The inspector held discussions with the manager. She looked a range of documents, including some policies, procedures, suitability checks and risk assessments.

Inspector
Mary Gabriel

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Although practitioners have a sound awareness of signs that may indicate a child is being abused, they are unclear about how to report their concerns. Neither the manager nor practitioners understand the club's safeguarding policy. They are not secure about their responsibility to protect children. Recruitment procedures are poor. The manager does not ensure that all practitioners are vetted to work with children and records are not readily available relating to practitioners' suitability. The manager does not have a rigorous approach to the induction and supervision of practitioners. This means that practitioners are not always offered support, coaching and training to fully understand their roles and responsibilities with children. Since the last inspection, the manager provided practitioners with training in paediatric first aid to ensure children's safety. She has also taken steps to find out the views of parents and children, which are now evaluated and used to ensure the ongoing improvements to the experiences of children. The manager risk assesses the environment and takes steps to ensure it is safe for children to play and explore.

Quality of teaching, learning and assessment is good

Children enjoy their time in the club. They settle quickly to their chosen play and make choices about what activities they want to take part in. Practitioners find out about children's interests and provide activities that build on these. For example, children made ballerinas with card, tissue paper and sequins. They talked excitedly about dancing, and skilfully used scissors as they glued and stuck with increasing accuracy. Children enjoy digital board games, provided by practitioners because children enjoy them at school breaks. This shows that practitioners know children well, and support them effectively in their play. Children have friendly conversations about their families, friends and their interests at home. Practitioners encourage young children's communication skills. They ask questions and give children time to think through and express their responses. Practitioners encourage older children to be kind and gentle with the younger ones. For example, they play rhyming and clapping games with them, and help them to peel their fruit at snack time. Practitioners work well in partnership with teachers at the school, so that learning can be continued in the club.

Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding compromise children's welfare and do not fully support their well-being. However, practitioners are attentive towards children, who are polite and helpful, particularly between age groups. Children are confident with visitors. They happily explain why they like coming to the club and talk about the fun they have with their friends and the toys they like to play with. Practitioners manage children's behaviour well, using a rhythmic hand-clapping that children are taught to notice and join in with when their voices are getting too loud. They closely supervise children and monitor their safety. Practitioners ensure children are active and they provide a range of outdoor experiences to extend children's physical skills, such as chasing games. Children follow routines that contribute to their good health. For example, they wash their hands before they eat their snack.

Setting details

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| Unique reference number | EY445941 |
| Local authority | Lambeth |
| Inspection number | 10079583 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Out-of-school day care |
| Age range of children | 5 - 8 |
| Total number of places | 30 |
| Number of children on roll | 32 |
| Name of registered person | Smith, Amanda |
| Registered person unique reference number | RP905230 |
| Date of previous inspection | 12 September 2017 |
| Telephone number | 07527015064 |

Butterfly After School Club registered in 2012 and operates in the London Borough of Lambeth. The club provides after-school care from 3.30pm to 6pm during term time. There are six practitioners working with the children. Of these, one holds qualified teacher status and two have relevant childcare qualifications at level 3.

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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