

# Yellow Birds Out of School Club held at Longshaw Primary Academy

Longshaw Primary School, 18 Longshaw Road, LONDON E4 6LH

<b>Inspection date</b>	15 March 2019
Previous inspection date	21 May 2018

<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 that a qualified first aider is working with the children at all times. This is a breach of the Early Years Register requirements and the Childcare Register requirements.
- Staff do not supervise children effectively. As a result, they are not always able to give a full account of accidents involving children within their care and they miss some opportunities to reinforce to children how to keep themselves safe.
- Some staff do not have a secure understanding of wider safeguarding issues, such as the 'Prevent' duty, and they are not fully aware of the club's procedures to report concerns about children's safety.
- Although the provider has taken some steps to address the actions from the previous inspection, she does not use the self-evaluation processes well enough to ensure that she meets all statutory requirements.

### It has the following strengths

- Staff provide interesting opportunities for children to enjoy and to keep them engaged. They consider what children do at school and provide activities to support their development. For example, children learn about people in the community who help them.

## 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 at least one member of staff who works with children during the pick-up from other schools has a valid paediatric first-aid qualification	23/04/2019
ensure that staff remain vigilant at all times and that they supervise and support children to keep them safe effectively	29/03/2019
increase development opportunities for all staff to help improve their knowledge of the 'Prevent' duty and to make them aware of the club's procedures for reporting concerns.	29/03/2019

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

- make better use of the self-evaluation processes to swiftly address all areas for development, in order to meet all statutory requirements and to maintain a high-quality club.

### Inspection activities

- The inspector viewed the resources and had a tour of the areas of the premises used by children.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector held discussions with the club leader and the provider during the inspection.
- The inspector took account of the views of children and parents during the inspection.
- The inspector observed the quality of the activities and experiences for children.

### Inspector

Martina Mullings

## Inspection findings

### Effectiveness of leadership and management is inadequate

The provider's self-evaluation of the club does not identify and address all weaknesses. Safeguarding is ineffective. Some staff are still unaware of how to recognise and prevent children from being exposed to extreme behaviour. They do not have a clear understanding of the club's procedures to report concerns about children's safety. In addition, the provider does not ensure that a qualified first aider works with the children during the pick-up from other schools. Staff are not always vigilant when supervising children to ensure that they are consistently safe. Despite this, the provider implements appropriate vetting procedures to check staff's suitability to work with children. She has begun to use supervision meetings to offer guidance on how to improve their practice. For example, the provider encourages staff to be more proactive when implementing the daily tasks and when planning opportunities for children. Generally, parents provide positive feedback about the club. For example, they praise the activities available for children to enjoy and their close relationships with staff. The provider ensures that parents are familiar with the club's daily routines and they know what to expect from them.

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

Staff set up a wide range of activities for children to play and learn. For example, they provide role-play resources for them to develop an awareness of vets and learn how to care for animals. Staff make good use of this opportunity for children to develop their early writing skills. For example, children practise their writing as they pretend to make notes from their discussion. Children demonstrate a good understanding of simple questions and they learn to express themselves in different situations well. Staff arrange opportunities for children to read books at the club to help develop their literacy skills. Children develop their independence effectively. They learn to manage small tasks on their own, including how to choose and lead their play. Children develop their creative and imaginative skills well. For example, they explore with art and craft materials to make different designs, such as a face mask. They learn to use their imagination to bring their ideas to life. Children display good social skills. For example, they welcome other children to join their play and they learn to take turns and share resources.

### Personal development, behaviour and welfare are inadequate

The significant weaknesses in the leadership and management mean that children's welfare cannot be assured. Children show interest in the rigorous equipment and resources available in the outdoor play area. Although this helps to develop their physical skills and encourage them to take risks, staff are not consistently within close proximity to children and they do not reinforce to them how to keep safe while they do some challenging activities. Despite this, children develop their personal skills well and they display a sense of belonging at the club. Children demonstrate positive behaviour and good manners. For example, they listen and show respect to others. Staff provide healthy food for children to eat and they encourage them to wash their hands at appropriate times.

## Setting details

<b>Unique reference number</b>	EY498113
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10084966
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Yellow Birds Play Academy Limited
<b>Registered person unique reference number</b>	RP905006
<b>Date of previous inspection</b>	21 May 2018
<b>Telephone number</b>	07723332493

Yellow Birds Out of School Club held at Longshaw Primary Academy registered in 2016. It operates from the premises of Longshaw Primary School, in the London Borough of Waltham Forest. The club operates Monday to Friday, before and after school, during term time only. Sessions are from 7.30am to 9am and from 3pm to 6pm. The provider employs two members of staff, including the club leader. Of these, one member of staff holds an early years qualification 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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