

# Oasis Playspace

Geraldine Harmsworth Park, London SE11 4TU



<b>Inspection date</b>	8 March 2019
Previous inspection date	5 October 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Inadequate	<b>4</b> 4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### This provision is inadequate

- Senior leaders have updated staff understanding of the safeguarding policy and issues since the last inspection. However, staff have not used this updated knowledge to improve safeguarding practice. Consequently, children's welfare cannot be assured.
- Senior leaders have not identified ways to drive continuous improvement. Staff do not receive effective supervision and training opportunities are not timely enough to raise the quality of practice. As a result, staff lack the skills to offer quality experiences.
- Key-person arrangements are not effective as staff do not tailor children's care to meet their individual needs.
- Staff do not always ensure children are adequately supervised and engaged in meaningful play. This leads to children becoming bored and results in poor behaviour. Staff do not explain why some behaviour is inappropriate, meaning that children do not learn how to actively promote their own safety or the safety of others.
- Children enthusiastically join their peers to participate in activities. However, they quickly lose interest as they wait their turn. Activities are not extended and adapted to suit the varied age range.
- Staff do not provide daily opportunities for children to be physically active. When children request to use the garden, they are told that 'it might rain'. Staff say they use the outdoor space and park when the weather is warmer. Staff prioritise their personal preferences over children's requests to play outdoors.
- Staff have little communication with the schools that children attend. As a result, staff do not provide continuity of care and development.

### It has the following strengths

- Children enjoy their evening meal at the club. Food is healthy and nutritious. Children make choices about the food they eat.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
deploy staff to ensure children are adequately supervised and children's needs are met	12/04/2019
develop staff understanding of appropriate behaviour management that supports children's well-being and safety effectively	12/04/2019
ensure staff understand how to supervise children and meet their needs, to assure children's safety and promote positive behaviour	12/04/2019
provide access to outdoor play opportunities and ensure daily outdoor activities are planned to support those children who learn best outside	12/04/2019
ensure that people whose suitability has not been checked, including through a criminal records check, do not have unsupervised contact with children	12/04/2019
ensure the key-person system is effective so that the care provided consistently meets children's individual needs	12/04/2019
make appropriate arrangements for staff to receive regular and effective supervision to ensure continuous improvement in teaching practice through coaching and training	12/04/2019
take steps to improve communication with the schools that children attend in order to support continuity of care and ensure any concerns are swiftly addressed.	12/04/2019

### Inspection activities

- The inspector observed the quality of teaching during activities inside and assessed the impact this has on children's learning.
- The inspector sampled some documents available, including those related to safeguarding, children's records and staff training.
- The inspector and a senior manager carried out a joint observation of an activity.
- The inspector held a meeting with senior leaders and reviewed relevant documentation related to staff supervision and the setting's evaluation.
- The inspector spoke with staff and children during the inspection.

### Inspector

Trina Lynskey

## Inspection findings

### Effectiveness of leadership and management is inadequate

Arrangements for safeguarding are ineffective. Staff do not implement their safeguarding knowledge. They have a positive relationship with parents. However, have not established boundaries with them to restrict access to the premises. Parents collecting children stay for long periods of time and engage with groups of children unsupervised. This puts children's welfare at risk. Senior managers have a weekly meeting with the staff team. However, staff do not receive effective supervision to raise the quality of teaching. Senior managers are aware of inconsistencies in practice. Efforts to improve the provision since the last inspection have had limited impact. Children's records do not contain enough information to promote their well-being and promote their learning. Deployment of staff is ineffective. Children are not always fully supervised. This results in poor behaviour which often goes unnoticed by staff. A key person has been assigned to each child since the last inspection. However, key-person arrangements are not effective as staff do not tailor children's care to meet their individual needs. Staff do not make good use of the wide range of resources available to create a range of interesting activities for children to enjoy.

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

Staff do not gather enough information about individual children when they start. Staff do not have an understanding of children's interests or abilities. Staff do not understand the purpose of the activities they choose. For example, children arrange cards containing paragraphs of a story about St Patrick into the correct order. The staff member explains that this helps children learn about St Patrick. It is unclear how this activity achieves the intended outcome. Staff do not make the best use of the large range of resources available to provide activities which capture children's curiosity. Resources are stored in cupboards or on shelves. Children search for games and toys to occupy their time. Children are initially motivated to engage with activities. However, they get impatient when waiting their turn in a large group. Children ask repeatedly to go outside to the club garden and beyond into the larger playground. Staff do not want to venture outdoors if it is cold or might rain. Children have limited opportunities to take part in active games and play. This has a negative impact on behaviour overall and on those children who learn best outdoors.

### Personal development, behaviour and welfare are inadequate

Staff cook nutritious food on site. They offer children a choice of meals at the start of the session. Children say the food is the best part of the club session and they enjoy their meal. However, staff do not support children's growing independence by giving them simple tasks to do at mealtimes. Lack of organisation at mealtimes means children sit and wait for a long time while staff lay the table and serve the food. Children start to get restless as they wait. Children engage each other in conversation and discuss their day at school. Staff drift away from the table to do other tasks and only return when children get too noisy or misbehave. Weaknesses in safeguarding practice mean staff do not adequately protect the children in their care. Admission forms do not contain enough detail about children's health and dietary requirements. Children are not adequately supervised to assure their safety. Children do not learn how to keep themselves safe.

There is no evidence that staff communicate with the schools that children attend in order to support continuity of care and ensure any concerns are swiftly addressed. Lack of purposeful planning means children lack motivation to play and learn. Lack of organisation means children are not consistently engaged in meaningful play. Staff do not model the behaviour expected of children. Children are not always spoken to kindly and at a level they can understand. Staff discuss inappropriate subject matters with children. For example, staff make inappropriate jokes about smoking and drinking alcohol. Children are often asked to be quiet and use 'inside voices' even when their behaviour is good. The play environment is safe and well maintained. There is plenty of space indoors. There is access to a large outdoor space for the club's sole use and a park beyond with a playground. However, staff do not make best use of all available space to support children's learning.

## Setting details

<b>Unique reference number</b>	EY537793
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10082968
<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>	5 - 10
<b>Total number of places</b>	24
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Oasis Community Hub: Waterloo
<b>Registered person unique reference number</b>	RP900235
<b>Date of previous inspection</b>	5 October 2018
<b>Telephone number</b>	07842 611 593

Oasis Playspace registered in 2016 and is located in South East London. It is part of a wider organisation that provides education, training and family support. The club is open weekdays from 3pm to 6pm during term time. It is run by three members of staff. The provision is overseen by a manager who is based at another site. One member of staff holds an appropriate qualification at level 3, one holds an appropriate qualification level 2 and a third member of staff is unqualified.

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