

Fair Play Tannery Drift

Tannery Drift School, Tannery Drift, ROYSTON, Hertfordshire SG8 5DE



Inspection date	13 February 2019
Previous inspection date	2 December 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Not Applicable	

Summary of key findings for parents

This provision is inadequate

- Staff do not have an up-to-date knowledge of safeguarding children. Some staff are not familiar with government statutory guidance or the correct action to take in the event of a safeguarding concern.
- Some younger children are not assigned a staff member to take responsibility for their individual needs. Where key staff are in place, they do not have sufficient opportunities to get to know the children, build a secure relationship with them and their family or use the available information to tailor the experiences they provide.
- Parents of younger children are not always provided with information about who their child's key person is or advised when changes to the system have been made.
- On occasions, children are expected to sit for an extended period of time, such as when the register and food orders are taken for a large group of children. They begin to become restless and lose their focused attention.
- Staff sometimes carry out simple daily tasks for the younger children and so do not consistently promote their independence.

It has the following strengths

- The provider makes arrangements for children to attend extra-curricular activities based at the school each day in order to help support some continuity of care.
- All staff are first-aid trained and complete daily risk assessments on the areas children use. They know the action to take in the event of an accident.
- Parents are happy with the care provided and say their children enjoy the time they spend at the club. Children say they like to draw and play football.

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 have an up-to-date knowledge of safeguarding issues, including having regard to the government's statutory guidance in order to be able to identify children at risk at the earliest opportunity, and to respond in a timely and appropriate way	13/03/2019
ensure every young child is assigned a key person who has the opportunity to take responsibility for their individual care needs, build a secure relationship with them and their family, and tailor experiences for each child	13/03/2019
provide the parents of younger children with the name of their child's key person and ensure any changes to this are communicated effectively.	13/03/2019

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

- review the daily routines, in order to minimise the waiting times for children and help to maintain their level of focused attention
- make the best use of everyday opportunities for young children to develop their independence further.

Inspection activities

- The inspector observed the indoor activities and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with a senior member of staff.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider has not put in place robust systems to ensure that all staff have an up-to-date knowledge of safeguarding practice. Therefore, staff are not alert to all of the safeguarding indicators that may place a child at risk of harm. This means they are not able to respond to safeguarding issues in a timely or appropriate way. This has a significant impact on the safety and well-being of children. The provider completes regular supervision of staff practice. Staff say they really enjoy their role, and feel they are supported to improve their interactions with children and the way they communicate with other staff. The provider reflects on some aspects of the provision and welcomes input from parents. However, the parents of younger children are not always kept updated about their child's key person. Since the last inspection, the provider has secured access to additional space and the capacity of the club has substantially increased. However, the quality of care has not been maintained.

Quality of teaching, learning and assessment requires improvement

Staff do not know the younger children well enough. The provider gathers information from parents and the host school to help support children with the next stage in their development. However, she does not share this information with staff in order to help them tailor the activities they provide. Nonetheless, children enjoy their time at the club and are generally engaged in their play. Children love to draw and take part in a range of craft activities. They concentrate as they use scissors and glue to create their designs. Well-qualified staff provide children with ideas to help them make decisions about what they make. Children are encouraged to listen to others, such as when they take turns to talk about their school day. However, at times, children are expected to sit and wait for extended periods, and they begin to become restless and struggle to maintain their level of focus.

Personal development, behaviour and welfare are inadequate

Staff limited knowledge of safeguarding compromises children's welfare. Furthermore, the key-person system is not effective and does not promote children's well-being. Some younger children have not been assigned a staff member to oversee their care. At times, young children are tearful and seem unsettled as they sit down on arrival. However, staff recognise this and respond appropriately. Children's behaviour is managed well. For example, staff remind children to use their listening ears when other children speak. Following recent training, staff now use a range of positive strategies to relate to children and swiftly alleviate any unwanted behaviour. Children have regular access to outdoor play and enjoy a selection of nutritious snacks to promote their health. However, opportunities for the younger children to develop their levels of independence are not maximised.

Setting details

Unique reference number	EY404428
Local authority	Hertfordshire
Inspection number	10063615
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	3 - 11
Total number of places	50
Number of children on roll	80
Name of registered person	Fairplay After Schools Club Limited
Registered person unique reference number	RP909401
Date of previous inspection	2 December 2015
Telephone number	07905 001 403

Fair Play Tannery Drift registered in 2010. The after-school club is situated at Tannery Drift school in Royston and is one of four clubs privately owned and managed. The club employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and one at level 3. The provider also holds a qualification at level 3. The club opens Monday to Friday, during term time, from 3pm until 6pm.

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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