

Tiptop Club Ltd

St. Michaels C E High Business & Enterprise College, Curral Road, Rowley Regis, Staffordshire B65 9AN



Inspection date	18 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
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

- Leadership and management are not effective in providing staff with the support and coaching they need so that they have a good understanding of how to fully promote children's welfare, skills and interests.
- Staff's knowledge of the signs of child abuse and neglect is basic. The provider and staff do not have a good enough understanding of wider safeguarding issues, such as female genital mutilation (FGM) and child sexual exploitation (CSE). This compromises children's welfare.
- Staff do not consistently meet the requirement to ensure that children are always within sight or hearing. At times, older children escort younger children from the club's designated room on the first floor to toilets on the ground floor. The provider and staff have failed to consider the risk this poses to children.
- The provider has not developed an effective key-person system to ensure the provision is tailored to meet children's individual needs and interests, and to build relationships with their parents. The partnerships with parents are not wholly successful in exchanging information and promoting continuity.
- The provider has not considered systems for evaluating the provision to identify strengths and weaknesses. He has not identified priorities that will sustain continuous improvement.
- The choice of activities is not broad enough to interest children and keep them motivated.
- Staff do not fully consider ways to promote children's independence.

It has the following strengths

- Relationships between younger and older children are positive. Children express themselves well.
- Children are physically active every day.

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 supervision is effective in providing all staff with the support, guidance, coaching and training they need so that they have a good understanding of how to fully promote children's welfare, skills and interests	24/05/2019
ensure that all staff have a clear, up-to-date knowledge of safeguarding issues, including FGM, 'Prevent' duty and CSE	24/05/2019
ensure that children are always within sight or hearing of staff	24/05/2019
develop an effective key-person system to ensure that the provision is tailored to meet children's individual needs and interests, offering a settled relationship for the child, and to build a relationship with their parents.	24/05/2019

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

- extend the choice of activities and adapt these according to children's different needs, in order to keep them interested and challenged
- support children's independence with regard to managing tasks for themselves
- develop systems for evaluating the provision to identify strengths and areas for improvement
- extend partnerships with parents to promote continuity with regard to children's skills and interests.

Inspection activities

- The inspector observed the quality of care and activities while children played indoors and outdoors.
- The inspector held a meeting with the provider/manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting and their qualifications and training information.

Inspector
Jan Burnet

Inspection findings

Effectiveness of leadership and management is inadequate

The provider does not monitor the overall quality of the provision. As a result, there are breaches of welfare and safeguarding requirements. Safeguarding is ineffective. The provider has drawn up a safeguarding policy that includes the signs of different kinds of abuse, but he does not ensure that staff are aware of the content. His knowledge of wider safeguarding issues, such as FGM and CSE, is weak. There are clear procedures in place for recruitment and selection of staff, and this includes questions about any gaps in employment history. However, induction procedures are minimal and there are inadequate arrangements for staff supervision, resulting in staff not being fully aware of child protection and key-person procedures. The provider completes a daily risk assessment of the premises. However, he does not risk assess all aspects of practice and ensure that staff continually supervise children. The provider has not developed effective procedures for identifying targets for improvement.

Quality of teaching, learning and assessment requires improvement

Staff do not engage well enough with parents and children to find out about children's abilities, skills and interests. They do not provide activities that inspire and engage children and do not differentiate for children with an age range of four to 12 years. For example, all children go outside to take part in an Easter egg hunt. Staff do not take account of the pre-school and Reception class children while doing so, and not all of the young children are aware of the purpose of the activity. That said, older and younger children interact well and younger children speak confidently with staff and other children. While playing indoors, resources are very limited. Children have access to writing materials, construction toys and table tennis. Children practise their good manipulative skills while they build with the smaller construction toys.

Personal development, behaviour and welfare are inadequate

Children's overall welfare is compromised due to weaknesses in leadership and management. The play environment is not stimulating and the available activities do not keep all children interested and are not inspiring enough. That said, children behave well. They know and adopt the rules for walking through the school premises. For example, they line up and stay to one side while climbing up and down the stairs, holding on to the handrail. Children understand and adopt healthy habits, such as good hygiene practices. They are physically active, for example, as they play ball games in the sports hall. Relationships between children and staff are positive. Children ask staff for help when needed. However, there are times when staff do not support children in managing simple tasks for themselves, such as pouring drinks and fastening their own coats.

Setting details

Unique reference number	EY559046
Local authority	Sandwell
Inspection number	10103315
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	4 - 12
Total number of places	50
Number of children on roll	40
Name of registered person	Tiptop Club Ltd
Registered person unique reference number	RP900312
Date of previous inspection	Not applicable
Telephone number	07552236194

Tiptop Club Ltd registered in 2018. It operates from St. Michaels CE High Business and Enterprise College. The club is open Monday to Friday from 8am until 6pm during school holidays. The provider is the manager of the club and he works with three other staff, all of whom hold early years 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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