

# Inside Outside Childcare Ltd

St. Gregorys Youth Adult Training Centre, Stanks Gardens, LEEDS LS14  
5LS



<b>Inspection date</b>	14 May 2019
Previous inspection date	13 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Good	<b>4</b> 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

- Arrangements for safeguarding are not effective. There is not always a member of staff with a current paediatric first-aid qualification on duty at all times. This means that children's safety and well-being are compromised in the event of an accident or illness.
- Some staff have insufficient knowledge of the 'Prevent' duty and a weak understanding of the different types of abuse. The manager is not confident in her understanding of what to do in the event of an allegation being made against herself or a member of staff.
- Recruitment procedures are weak. The systems to check the suitability of staff working with children do not fully ensure that they are suitable to do so.
- Appropriate arrangements for the supervision of staff are not in place and the manager does not effectively monitor or evaluate staff practice, to successfully identify training and professional development needs.
- Younger children have not been assigned a designated key person to help ensure that their care is tailored to their individual needs.
- Partnership working has not been established with all schools that children attend. Therefore, information is not consistently shared to support all children's development.
- Staff do not always gain purposeful information from parents before children start, to provide them with a clear picture of children's needs and interests.
- Staff do not optimise use of the outdoor learning environment to offer a richer and more varied range of experiences for children who prefer to play outside.
- Self-evaluation is not used effectively to identify weaknesses in practice.

### It has the following strengths

- Staff use praise and are consistent in supporting children's positive behaviour.

## 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 at least one person who has a current paediatric first-aid certificate is with children at all times	25/06/2019
ensure all staff gain a secure and up-to-date knowledge of all safeguarding matters, including knowledge of the 'Prevent' duty and the procedures to follow in the event of an allegation being made against a member of staff	11/06/2019
implement effective systems for recruitment and vetting of all staff to ensure that people working with children are suitable	25/06/2019
implement an effective system for the supervision of staff which provides support and coaching to improve their knowledge, understanding and practice	11/06/2019
ensure younger children are assigned a key person and that their care is tailored to their individual needs	11/06/2019
improve information gathering about individual children's interests from all schools that they attend, to fully support a consistent approach to their development.	11/06/2019

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

- develop ways to share purposeful information with parents before children start at the club
- provide a wider and richer range of experiences for children who prefer to play outside
- develop the use of a self-evaluation process to clearly identify and act upon areas for improvement, including staff's professional development.

### Inspection activities

- The inspector viewed all areas of the premises used by children.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector spoke with staff and children during the inspection and completed a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children. She discussed methods used to self-evaluate and the impact this has on the club.
- The inspector observed children taking part in activities.

**Inspector**  
Kerry Holder

## Inspection findings

### Effectiveness of leadership and management is inadequate

Arrangements for safeguarding are not effective. Management has failed to identify areas of practice that are weak and that do not assure the safety and welfare of children. For example, all staff's paediatric first-aid certificates have expired, which means that children's welfare is not assured in the event of an accident. The recruitment procedures to check and record the suitability of staff working with children do not ensure that they are suitable to do so. Staff do not have sufficient knowledge of the different types of abuse or a clear understanding of indicators that children may be at risk of harm from extreme views. In addition, the manager has a poor understanding about what to do in the event of an allegation being made against herself or a member of staff. As a result, children's welfare is compromised. The manager and staff work alongside each other daily. However, supervisions are not robust enough. Staff's performance is not monitored sufficiently enough to improve the quality of their practice and identify any training needs.

### Quality of teaching, learning and assessment requires improvement

Staff have established partnerships with some schools that they collect children from. However, this is not consistent. The staff collect children from four schools, and not all partnerships have been established to consistently ensure a joint approach to care and learning is sustained. Nonetheless, staff are actively involved in children's play. For example, staff engage children in activities that help to develop their creative and literacy skills, such as painting. Children make marks and write their names. Staff play alongside young children, talking about what is happening and asking a good range of questions. This helps to develop children's language skills and knowledge overall. Staff plan activities to support some topics of interest that motivate children to learn. For instance, children are currently learning about recycling. There are some suitable systems in place to promote partnerships with parents. For example, parents are informed about what their children have done on the day. However, initial information gathered from parents is limited, which does not help staff to gain a full picture of children's skills, interests and needs when they start.

### Personal development, behaviour and welfare are inadequate

Due to weaknesses in leadership and management, children's safety is not assured. In addition, young children have not been assigned a designated key person. This means that staff do not provide consistency in the provision for each child's care and individual needs. Nonetheless, children eagerly enter the out-of-school club after spending the day at school. Mealtimes are a sociable time for children and their good health is appropriately supported. Children learn to mix with peers from other schools, which helps to enhance their social development. Although at times children are able to move freely between indoors and outdoors, these times are limited and do not provide children with a varied range of opportunities to continue their play outdoors. Children gain an awareness of road safety as they make the transition to and from school, under the close supervision of staff.

## Setting details

<b>Unique reference number</b>	EY398948
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10064388
<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>	59
<b>Name of registered person</b>	Inside Outside Childcare Limited
<b>Registered person unique reference number</b>	RP529243
<b>Date of previous inspection</b>	13 January 2016
<b>Telephone number</b>	01132640974

Inside Outside Childcare Ltd was opened in 1992 and re-registered in 2009. The club employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The club opens Monday to Friday all year round. Sessions are from 7.30am until 9am and 3pm to 6pm during term time, and from 7.30am until 6pm during school holidays.

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