

Inspection date	30 April 2019
Previous inspection date	22 January 2016

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

- The provider does not evaluate the service effectively enough to identify the significant weaknesses in the leadership and management of the provision.
- The provider fails to implement effective checks to ensure the initial suitability, and ongoing suitability, of all members of staff. This does not ensure children's welfare is protected.
- The provider does not make sure that staff have the knowledge and understanding required to fulfil their roles and responsibilities. For example, the provider does not arrange suitable training for the designated lead practitioner for safeguarding. Some staff are unaware of the 'Prevent' duty guidance.
- The provider does not ensure that accurate records are maintained. Leaders and managers are unable to provide details of identity checks for staff, and they do not update information about children when made aware of changes.
- Leaders and managers do not build on partnerships with parents and the school to promote a consistent approach, to fully protect children's welfare and meet their individual needs.

It has the following strengths

- Staff provide children with healthy meals and snacks that reflect their dietary needs and preferences.
- Children show that they enjoy and engage with the activities provided, both inside and outdoors.

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 robust vetting arrangements are implemented for staff, including completing Disclosure and Barring Service (DBS) checks, and that procedures to assess the ongoing suitability of staff are developed and carried out	07/06/2019
make sure that the designated lead practitioner for safeguarding completes relevant training to ensure she can fulfil her role and provide support, guidance and advice to staff about safeguarding matters	07/06/2019
check that staff understand how to implement the safeguarding policy, and have an up-to-date knowledge of safeguarding guidance, including the 'Prevent' duty	07/06/2019
ensure information about children is accurately maintained, and that records are kept of the dates on which DBS checks are obtained and details of who obtained them.	07/06/2019

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

- strengthen self-evaluation so that areas for development, including gaps in the provider's knowledge of safer recruitment procedures, are addressed and lead to continuous improvement
- build on partnerships with parents, the school and other agencies so that information shared about children leads to a more consistent approach and fully promotes their welfare and development.

Inspection activities

- The inspector reviewed documents, including documentation relating to staff, club policies and children's records.
- The inspector invited the manager to jointly observe and discuss an activity that took place with children outdoors.
- The inspector observed the quality of interactions between staff and children, indoors and outside, and assessed the impact of these on children's enjoyment.
- The inspector spoke with staff and children at appropriate times, and sought the views of parents.
- The inspector had a leadership and management meeting with a director and the club manager.

Inspector

Kareen Jacobs

Inspection findings

Effectiveness of leadership and management is inadequate

The provider has failed to monitor and evaluate the quality of provision to maintain standards and ensure ongoing compliance with regulations. Safeguarding is not effective. The provider lacks knowledge of safer recruitment guidance and does not follow rigorous vetting procedures to ensure the suitability of all staff, including obtaining new DBS checks. The provider sometimes relies on DBS checks carried out by previous employers, and fails to demonstrate that identity checks are routinely completed. The provider is unaware of the requirement to check the ongoing suitability of staff. The provider does not ensure that the lead practitioner for safeguarding has the necessary knowledge and understanding to carry out the role effectively. The lead practitioner for safeguarding has not completed relevant training. She does not demonstrate that she understands how to implement the club's safeguarding policy, and lacks knowledge about how to respond to allegations. She does not promptly engage with the school or other professionals when alerted to potential concerns about a child's welfare. This hinders her from giving appropriate advice and support to staff, if needed.

Quality of teaching, learning and assessment requires improvement

The provider fails to ensure that children are consistently in the care of suitable staff as they play. Despite this, staff engage in positive interactions with children. They encourage children to listen to others and express their ideas. Children take turns and follow instructions during group activities. These are skills that they need for school. Staff use their observations of children to provide activities that motivate children to join in. They help to further develop children's literacy skills. For example, children eagerly participate in messy play, using their fingers and hands to explore foam. This helps to strengthen the small hand muscles that they need for writing. Boys focus and concentrate well, as they complete word search sheets. Children show their understanding of how to maintain good health and hygiene. They show this when they wash and dry their hands independently, and discuss different types of diet and food preferences as they eat.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management significantly compromise children's welfare. For example, children's records do not reflect important changes in their circumstances. Nominated staff do not receive effective support to engage with parents to help protect children's well-being. Staff are not informed of all colleagues who have not been fully vetted. Staff are not deployed to ensure children's welfare while suitability checks are completed. Despite these weaknesses, children show that they feel happy and secure at the club. Staff build warm relationships with children, and ensure that they behave well. Staff implement some procedures, such as school collection and security protocols, effectively. They provide children with frequent opportunities to exercise. Children build on their physical skills in the fresh air. For example, girls enjoy playing football with their older peers. Children show their growing independence as they make healthy sandwiches and help to clear away after eating.

Setting details

Unique reference number	EY433384
Local authority	Lewisham
Inspection number	10064611
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 - 11
Total number of places	40
Number of children on roll	40
Name of registered person	Giggles Childcare Services Partnership
Registered person unique reference number	RP530506
Date of previous inspection	22 January 2016
Telephone number	07961290687

Giggles registered in 2011. The club operates from Elfrida Primary School in Bellingham, in the London Borough of Lewisham. The after-school club is one of three privately owned and managed clubs run by the same provider. The club operates on weekdays during term time. It is open Monday to Thursday from 3.30pm until 6pm, and on Friday from 2.30pm to 6pm. Four staff, including the manager, work with children. The manager holds a childcare qualification at level 3.

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