

# Tower View Out of School Club



Staffordshire County Council, The Towerview Primary School, Vancouver Drive, BURTON-ON-TRENT, Staffordshire DE15 0EZ

<b>Inspection date</b>	17 May 2019
Previous inspection date	9 March 2016

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

## Summary of key findings for parents

### This is a provision that requires improvement

- Yearly personal development meetings take place with staff. However, the manager fails to complete regular supervision meetings to support staff in their roles. This results in weakness in staff knowledge not being identified swiftly enough.
- Although some staff are able to identify children who may be at risk from extreme views and behaviours, others are not as confident to explain about some of the wider risks children could be exposed to.
- Documentation relating to some of the vetting checks that have been completed for staff is not readily available to view.
- Managers do not routinely identify opportunities to strengthen staff's professional development and identify staff training needs to help drive continual improvements.

### It has the following strengths

- Children enjoy their time at this friendly club. They are confident in themselves and in exploring their surroundings. They are able to choose from a good variety of activities inside that interest and engage them well.
- Staff are friendly and welcoming towards the children. They reassure less confident children by giving them time to settle in and supporting them to find friends to play with.
- Younger children enjoy working alongside older children, who role model good behaviour. Overall, children behave well and know what is expected of them.
- Staff make sure that important information is exchanged between school staff and parents, which ensures children's welfare is promoted.

## 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
put into place appropriate arrangements for the supervision of staff who have contact with children	27/09/2019
ensure all staff have a secure knowledge of wider safeguarding issues, including the 'Prevent' duty and female genital mutilation, to further promote children's welfare	28/06/2019
improve the quality of documentation to ensure all required information is recorded, with particular regard to staff references.	27/09/2019

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

- develop effective systems to evaluate the quality of practice and support staff's professional development, in order to benefit the children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.

### Inspector

Johanna Holt

## Inspection findings

### Effectiveness of leadership and management requires improvement

The arrangements for safeguarding are effective. Staff have a good knowledge of the possible signs and symptoms of abuse, and the reporting procedures that keep children safe. However, some staff are not as confident with the newer initiatives for safeguarding and their understanding and knowledge of the wider issues is variable. Management and staff successfully complete mandatory training. However, they have not yet explored and identified other ways to strengthen staff's skills and knowledge further. Regular staff supervision is not carried out and as a result, professional development and training opportunities for staff are limited. Although there are effective recruitment procedures in place to ensure staff are suitable to work with children, not all documentation relating to vetting checks is readily available. Staff work together closely, ensuring no one is left unsupervised with the children.

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

Children keenly participate in adult-led activities, which are adapted to meet the differing ages of children at the club. They are also able to make their own independent choices in their play. Staff offer a variety of activities to promote children's physical development. Using a parachute, they play games such as 'cat and mouse'. Children learn to take turns being the 'cat' or the 'mouse'. A large skipping rope is available and children are invited to try and run in and start skipping. Staff enthusiastically encourage children to take part and offer praise when they try, even if they are not successful. Younger children are encouraged to participate and they attempt to skip. Children's continued learning is promoted. Staff help children to make their own 'money' for the play till at the 'shop'. Children pretend to scan items and enter their prices into the till. This helps to strengthen their mathematical skills and enhances what they are learning at school. Staff also provide a quiet table for children who want to do their homework. Parents speak highly of the club, praising them for their flexibility. They say their children are happy and enjoy their time at the club. They are extremely grateful that their children do not miss out on any extra-curricular activities at school. For example, when the school held a fair, the staff took all the children so they did not miss out.

### Personal development, behaviour and welfare require improvement

The weaknesses identified in leadership and management mean children's safety and welfare are not always given the highest regard. Nevertheless, staff are friendly and promote consistent care routines with the children. They are aware of how to meet the emotional needs of children. Children have formed strong close attachments with staff and approach them for cuddles and reassurance. Children display good behaviour overall, and know what is expected of them. Staff are vigilant and monitor behaviour well; any incidents are swiftly dealt with and children are reminded of the rules. Self-care skills are encouraged and independence is promoted. For example, when children are offered snack, they know how to wash their hands and the purpose behind this. They make their own wraps with a choice of fillings, such as ham, cheese or chicken. They have a wide variety of freshly prepared fruit and vegetables. Children have good opportunities to access these healthy snacks, which supports their physical development and promotes their understanding of healthy lifestyles.

## Setting details

<b>Unique reference number</b>	EY474065
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10075689
<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>	3 - 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	169
<b>Name of registered person</b>	Tower View Out of School Club Committee
<b>Registered person unique reference number</b>	RP533404
<b>Date of previous inspection</b>	9 March 2016
<b>Telephone number</b>	07930827773

Tower View Out of School Club registered in 2014. The club operates from Tower View Primary School and is privately owned by a voluntary management committee. The club employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 2. The club operates from Monday to Friday during term time. Sessions are from 7.30am until 8.45am and 3.15pm until 6pm. The out-of-school club supports children who speak English as an additional language.

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