

Orca Kids Club

Nailsea School, Mizzymeard Road, Nailsea, Bristol, Avon BS48 2HN



Inspection date	14 May 2019
Previous inspection date	9 August 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Met	
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
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 receive support and guidance to improve their practice. This has led to inconsistencies in their knowledge, including how to identify the possible signs of abuse and how to support children to assess risk for themselves.
- Not all staff have received training to ensure they have a sufficient understanding of the safeguarding policy and practice. Therefore, they are unable to swiftly respond to any concerns.
- Leaders have not appointed a deputy. Therefore, there is no one identified to take charge in the manager's absence.
- Leaders have not taken appropriate action to ensure that the premises are secure at all times. This means visitors can enter the premises without supervision and children could leave unsupervised.
- Leaders do not obtain prior written consent from parents before medication is administered.
- Staff do not use all opportunities to gain information from parents and the schools to influence further the experiences they plan for the children.
- Self-evaluation is not robust and does not identify breaches in requirements.

It has the following strengths

- Staff organise the environment well and provide children with a rich range of experiences. Children are able to make decisions about their play and become independent.
- Children behave well. They form strong bonds with staff, who engage them well in conversations, and they enjoy their time at the club. Children play cooperatively, negotiate rules and take turns well in games.

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 staff receive appropriate support, coaching and training so that they have the skills and knowledge to understand their roles and responsibilities	07/06/2019
train all staff to understand the safeguarding policy and procedures, and ensure that all staff have an up-to-date knowledge of safeguarding issues, including the ability to identify signs of possible abuse and neglect	31/05/2019
ensure there is a named deputy who is capable to take charge in the manager's absence	31/05/2019
ensure that the premises are kept secure to prevent children leaving unsupervised and take reasonable steps to prevent unauthorised persons entering the premises	31/05/2019
ensure that written parental consent is obtained for each type of medication, including those that children administer themselves.	31/05/2019

Inspection activities

- The inspection was carried out following a concern received by Ofsted.
- The inspector observed staff interactions with children as they played inside and outside.
- The inspector spoke with leaders, staff, parents and children at convenient times during the inspection.
- The inspector held a leadership meeting with the registered provider and discussed staff recruitment and vetting procedures, staff training, support and guidance and the club's self-evaluation.
- The inspector sampled documentation, including staff suitability records and required documentation.

Inspector

Rachael Williams

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Leaders have not ensured that all staff have received training to support their understanding of the safeguarding policy and practice. Nonetheless, the designated lead for safeguarding has a sound knowledge of the signs and symptoms of abuse and the procedure to follow should she have a concern about a child's welfare. Leaders ensure that staff are appropriately vetted. However, there is not a robust system to ensure that all staff receive regular supervision meetings to support and guide their practice, for example to help children assess potential risk for themselves as they walk from school to keep themselves safe. This has led to some inconsistencies in practice within the club, which affects children's well-being. Leaders have not assigned a deputy to take charge in the absence of the manager. Leaders do not always follow their risk assessments to ensure that the premises are secure before children arrive, which poses a risk to children's safety. Leaders do not ensure that parents provide prior, written permission to administer medication, including medication children administer themselves. Leaders have not evaluated the provision well and, consequently, breaches in requirement have been overlooked.

Quality of teaching, learning and assessment is good

Staff organise a good range of activities, which complement children's interests. Children are confident to request additional resources to support their play. Most staff interact well with the children and listen to their ideas so that activities meet their needs. Staff encourage children's language effectively. For example, when children play a game they question them well and encourage specific vocabulary to describe facial features. Children follow instructions well, for example to complete jigsaw puzzles. Children are very keen to play outside and to be active. For example, they negotiate space well on the scooters, balance on stilts and skilfully throw and kick a football. Children persevere in tasks well, such as untangling the rope for the stilts. They establish rules cooperatively, for example, when they engage in a racing game with the cars.

Personal development, behaviour and welfare are inadequate

The breaches in statutory requirements around the security of the premises, staff safeguarding knowledge and the recording of the administration of medication have a significant impact on children's safety and well-being. Nevertheless, children confidently enter the club and make decisions from a wide range of activities. Children are familiar with consistent routines, including listening and responding to their name when the register is called. Staff welcome children individually and talk about their day. Children know to wash their hands before they eat, learning hygienic practices. Children gain independence skills, making healthy choices and serving themselves. Snack time is a sociable occasion and children engage in conversations. Staff provide children with the opportunity to save their creations to share with parents at collection. Children develop self-esteem and show pride in their achievements.

Setting details

Unique reference number	EY101295
Local authority	North Somerset
Inspection number	10105729
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 - 8
Total number of places	50
Number of children on roll	161
Name of registered person	Orca Kids Club
Registered person unique reference number	RP523122
Date of previous inspection	9 August 2016
Telephone number	07742149254

Orca Kids Club is privately owned and registered in 2018. The setting operates from Nailsea Secondary School, North Somerset. It operates from 8am to 6pm during school holiday times, except for Christmas. The after-school club opens from 3pm to 6pm, term time only. The owner/manager holds an early years qualification at level 6. She employs 17 staff to work directly with children; of these, one holds an early years qualification at level 6, one holds a level 3 qualification and another holds a level 2 qualification.

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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