

Inspection of Ark Franklin - Let Me Play Wraparound Care

A R K Franklin Primary Academy, Harvist Road, London NW6 6HJ

Inspection date:

13 January 2020

The quality and standards of early years provision

This inspection

Not met (with actions)

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision does not meet requirements

Procedures to ensure that children's welfare is maintained are not effective. There are a number of breaches of the safeguarding and welfare requirements, which leaders have not identified. Staff do not supervise children well enough on some occasions. This compromises children's safety. The required adult-to-child ratios are not consistently maintained, and records relating to children's hours of attendance are not completed in sufficient detail. Senior leaders have failed to ensure that systems for inducting new managers are comprehensive enough to equip staff to fulfil all aspects of their role. Furthermore, managers lack understanding of important safeguarding issues and vital knowledge of where children's emergency medication is located.

Despite these weaknesses, children build positive relationships with staff, show they are happy, and enjoy their time at the setting. Staff plan a range of age-appropriate activities which children of all ages enjoy. For example, children are excited to use collage materials in order to construct colourful images. Children benefit from opportunities to be active and use the outdoor space. Staff organise team games and sports activities based on children's interests. Children behave well, and show care and concern for one another. For example, children check on their peers with compassion and concern after a fall playing football. They are happy in the setting.

What does the early years setting do well and what does it need to do better?

- Systems to support new staff are ineffective. The newly appointed manager was not provided with a comprehensive induction or suitable mentoring when she started in her post. As a result, there are significant gaps in her knowledge. She does not have a good understanding of where emergency medication is stored, or how to access this, if required. This could put children at risk. The impact of this shortcoming is limited, however, as the majority of staff know where medication is located and how to administer this, if needed.
- Staff deployment does not meet the needs of the children who attend. At mealtimes, staff members are sometimes left alone with too many children to care for, exceeding the required adult-to-child ratio. This compromises children's well-being and safety.
- Staff do not always supervise children adequately. On occasion, children moving between the school hall and the main after-school play space are not in sight or hearing of a staff member. This does not ensure that children's safety is suitably maintained.
- Procedures for recording children's hours of attendance are not effective. While staff carefully document children's arrival times, appropriate records of children's

departure times are not maintained. This is a breach of requirements, and demonstrates poor safeguarding practice.

- Overall, parents speak favourably about the setting and their child's enjoyment during their time there. They comment on the interesting daily opportunities provided for physical play, and speak of the friendly staff team.
- Leaders have begun to use feedback from parents to target improvements at the setting. For example, they seek parental views through questionnaires and face-to-face meetings. However, more detailed information could be shared with parents regarding the key-person system for younger children, and weekly meal options at the setting.
- Leaders have not reflected in enough detail about how the setting is organised or how procedures are implemented to ensure that the quality of care is high. Nonetheless, they have a positive attitude about making improvements going forward, and are committed to rectifying weaknesses raised at this inspection, swiftly.
- Children form friendships with their peers and enjoy joking and laughing together at mealtimes. For example, children talked excitedly as they discussed the features of a Venus fly trap.
- Systems for recruitment and vetting staff are effective, and all appropriate checks are carried out to ensure that staff working with children are suitable.
- Staff interact warmly and kindly with the children. They encourage children to be independent and try things for themselves. Children take pride in helping with tasks and daily routines. For example, they enjoy helping to clear away after an activity.

Safeguarding

The arrangements for safeguarding are not effective.

Staff fail to prioritise children's welfare. The manager lacks vital understanding about important safeguarding issues. This puts children at risk. All staff members understand possible indicators of abuse and neglect, and know how to escalate their concerns to the relevant professionals. However, the manager, who is not the designated safeguarding lead for the organisation, has a poor understanding of the signs that a child may be at risk of female genital mutilation. Furthermore, the manager does not have an appropriate awareness of where emergency medication is stored. This does not adequately safeguard children's health and well-being. Other significant weaknesses in relation to the supervision of children, maintaining staff ratios and poor attendance record-keeping also contribute to ineffective safeguarding practice.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff have an up-to-date knowledge of all relevant safeguarding matters	28/02/2020
implement effective systems for induction, including checking that all staff have effective knowledge of where emergency medication is located and how to access it	20/02/2020
maintain adult-to-child ratios consistently, relevant to the age group being cared for, as required	20/02/2020
ensure children are adequately supervised at all times	20/02/2020
maintain an accurate daily record of the names of children being cared for on the premises, and their hours of attendance.	20/02/2020

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

- provide more details about the key-person system and daily running of the setting to parents, in order to further strengthen these important partnerships.

Setting details

Unique reference number	EY550969
Local authority	Brent
Inspection number	10133708
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children	3 to 11
Total number of places	65
Number of children on roll	335
Name of registered person	Let Me Play Limited
Registered person unique reference number	RP535322
Telephone number	020 8969 3846
Date of previous inspection	Not applicable

Information about this early years setting

Ark Franklin - Let Me Play Wraparound Care registered in 2017. It is located in the London Borough of Brent. The setting is open during term time only, from 3.30pm to 6pm. The provider employs nine members of staff, one of whom holds a relevant qualification at level 3.

Information about this inspection

Inspector

Shana Laffy

Inspection activities

- The inspector spoke with children, staff and parents to gain their views of the setting.
- A leadership meeting was held between the inspector and the manager of the setting, and also with senior leaders from the organisation.
- The inspector observed staff interacting with children throughout the inspection.
- The inspector looked at a relevant sample of policies and documentation, such as suitability of staff and safeguarding procedures.

We carried out this inspection 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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