

Chapel Allerton Out of School Club

Inspection report for early years provision

Unique reference number EY386734
Inspection date 06/05/2009
Inspector Alison Margaret Walker

Setting address 22 School Lane, Chapel Allerton, LEEDS, LS7 3PN

Telephone number 07824 877826
Email julie.williams@4children.org.uk
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Chapel Allerton out of school club was registered in 2008. It is part of 4children Kids Club Network and is a charitable organisation, which has provisions across England. The club runs from Chapel Allerton Primary School in North Leeds. The children have access to an outdoor play area. The club operates from the dining hall within the school and there is wheelchair and pushchair access. It is open from Monday to Friday from 08.00 to 09.00 and 15.15 to 18.00 term time and 08.00 to 18.00 in school holidays and training days.

The setting is registered to care for a maximum of 20 children under eight years at any one time, of whom no more than five may be in the early years age range. Care is also offered to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting currently has 44 children on roll and five of these are in the early years age group. The club caters for children from the school and another local school. The club employs four staff, including the play leader, all of whom have recognised early years qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. Several aspects of safety measures and behaviour management have a significant impact on the children's welfare. Staffing ratios are good and all staff hold childcare qualifications but staff do not work effectively together to meet children's needs. This has an impact on enabling the children feeling included and valued. The setting is well resourced with age appropriate activities and equipment, however, the organisation and choice of these is mainly adult led. Basic policies and documentation are in place and readily available and some areas to improve have been identified. The staff are beginning to work in partnership with parents and are beginning to develop links with the school on implementing the Early Years Foundation Stage. Plans are in place for the setting to evaluate their practice and management show a commitment to improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure the premises are safe and secure and prevent intruders entering the premises (Safeguarding and promoting children's welfare) (this also applies to both parts of the Childcare Register) 21/05/2009
- manage children's behaviour effectively and in a 21/05/2009

manner appropriate for their and particular individual needs (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

- plan a challenging and enjoyable experience across all the areas of Learning and Development (Learning and Development)
- assign a key person for each child (Organisation)

21/05/2009

21/05/2009

To improve the early years provision the registered person should:

- support children's growing independence by allowing them to pour their own drinks and serve their own food.

The leadership and management of the early years provision

The leadership and management of this setting are in the very early stages of development. The staff team are new and as yet are not working together effectively together to promote the children's safety and education. Plans are in place evaluate their practice to identify areas that need to improve. Parents comments are encouraged through a suggestion box and a parents' evening is planned. Recruitment procedures ensure that all staff are fully vetted before being left unsupervised with children. However, this currently has an impact on children's individual choices as not all staff have been fully cleared. For example, all children play outside even when some may want to stay inside and read.

A number of staff hold a first aid certificate to enable them to treat minor accidents quickly and appropriately. Accident records are kept but these are very disorganised, several different means of recording are used and staff are not following a consistent methods which could affect the health and safety of the children. Written risk assessments for the indoors, outdoors and outings are done but these do not always reflect practice. For example, the security of the premises and the checking of identity of visitors poses a risk to children's safety. Access to the premises is not always kept secure and some unknown persons are able to enter without their identity being checked. The issues relating to security, behaviour management and planning are a breaches of regulations and have a significant impact on the care, safety and education of the children.

Plans are in place to implement the Early Years Foundation Stage following liaison with the school. As this is not currently being implemented and a key person system is not in place and this is a breach of regulations. Therefore this has an impact on the care and education of the early years children. Planning for all age groups is poor, it does not take into children's individual needs, leading to younger children being ignored and older children being disruptive. For example, as children arrive no play resources are available. They then sit at two long tables and wait for their tea. This is prepared by staff and younger children are not able to develop their independence as staff butter their toast and pour their drinks. Some older children become bored and distracted due to the length of time they have to sit to

have their tea. They begin to throw plastic cups at each other and on the floor which continues for sometime without staff intervention. This is behaviour then distracts staff from the younger children who ask for a spoon and butter and get forgotten due to the disruptive behaviour of older children not being managed appropriately.

The quality and standards of the early years provision

The quality and standard of the early years provision is currently poor. The staff do not fully implement the welfare requirements which a significant impact on the children's safety and behaviour. The children are often bored leading to behaviour problems, such as kicking each other whilst waiting to go to play outside. These situations that are not effectively managed by staff mean that some children are not fully supported and integrated, in particular early years children.

The children enjoy playing outside and have daily opportunities to do this which has a positive impact on their physical development. They particularly enjoy team games, such as football and obstacle races. They enjoy creative activities, such as box craft where they use their imagination to create different objects. However, staff do not fully understand the learning and development requirements. The methods they use do not sufficiently engage and encourage children. Observations are not accurate enough to monitor children's progress and interests leading to their individual needs not being fully met. Planning is done and sometimes the children are consulted. There are a good range of resources which are age appropriate. The atmosphere within the setting becomes a lot calmer after the children had been playing outside. They settle down and play board games together and some friendships are being established.

Children are developing an understanding about keeping themselves healthy and safe. They know about healthy and less healthy foods and manage their own personal hygiene. Children are familiar with the emergency evacuation procedure and staff fully explain the importance of staying calm and not running. The children point out the emergency exit signs and know which way to leave the building. The staff take the register to ensure all children have left the building and are safe.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare) 21/05/2009
- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare) 21/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare) 21/05/2009
- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare) 21/05/2009