

G.F.I @Saint Edwards School

Inspection report for early years provision

Unique reference number EY379411
Inspection date 30/09/2009
Inspector Linda Gail Moore

Setting address St. Edwards Catholic Primary School, Newhall Road,
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Type of setting Childcare on non-domestic premises

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

G.F.I@St Edwards School out of school club opened in 2008. It operates from a classroom in St Edwards Primary School in Swadlincote, Derbyshire. There is a secure enclosed outdoor play area. The out of school club serves the local area and surrounding villages. The setting is open each weekday from 3.15 pm to 6.00 pm during school term.

The out of school club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of fifty children may attend the out of school club at any one time. There are currently seventeen children on roll. Although there is one child on roll within the early years age range, they were not present at the time of inspection. There were nine children present on the childcare register. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. There are three members of staff, one works full time and two work part-time. One staff member holds an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Weaknesses in the management and leadership of the setting impact on both children's learning and development and their welfare. A number of legal duties and regulations are not met, which could have a significant impact on the safety of children. Not enough is done to develop partnerships with parents and other settings in order to meet each child's needs. Systems for maintaining records, policies and procedures are weak. There is no process in place to assess the setting's strengths and to identify any areas of weakness and this limits their capacity to improve.

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 risk assessments are used effectively to enable hazards to children to be kept to a minimum (Suitable premises, environment and equipment) 15/10/2009
- ensure effective systems are in place to prevent people whose suitability has not been checked having unsupervised contact with children (Safeguarding and promoting children's welfare) 15/10/2009

- ensure relevant information is shared with parents to promote children's safeguarding and welfare needs, and that all records are stored in a confidential and secure manner (Safeguarding and promoting children's welfare) 15/10/2009
- obtain information from parents in advance of a child being admitted to the provision with regard to who has legal contact and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 15/10/2009
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation). 15/10/2009

To improve the early years provision the registered person should:

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff are aware of their duties and responsibilities regarding child protection. The manager is aware of the signs and indicators of abuse and of the process for reporting concerns to ensure that appropriate action is taken. However, weaknesses in other areas of leadership and management have a negative impact on children's learning and development and their welfare. The provider has committed an offence by failing to notify us of a significant event. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. At times there are insufficient vetted staff on duty, this hinders staff's ability to fully safeguard and meet children's needs. Not all required information is obtained such as which adults have parental responsibility and legal contact for each child. Insufficient information is displayed, including the certificate of registration, which means that parents and carers are not fully informed of all matters regarding the setting's conditions of registration. These are all breaches in the specific legal requirements and this has a significant impact on the safety of children. Risks and hazards are not sufficiently minimised and documentation is not appropriately maintained to ensure children's safety. A risk assessment is in place, however insufficient detail is recorded. Consequently, the environment is not kept free from hazards in order to minimise the risk of accidental injury to children. For example, children use a climbing frame that stands on a hard paved surface. There is an additional risk of injury posed by parasol stands that have metal rods protruding from them, left in close proximity of the climbing frame. Documentation is not always efficiently managed and accessible, for instance, policies and procedures are not freely available for parents to view and the information contained in them has not been updated to reflect the organisation of the setting.

The setting does demonstrate an awareness of how to promote health and hygiene. Staff have a suitable understanding of how to meet children's needs with regards to food and drink. For example, children's dietary needs are taken into consideration and alternative foods provided as necessary. Children are encouraged to wash their hands at appropriate times such as before preparing and eating snacks. Consideration is given to the exclusion of children who are ill to minimise the risk of cross-infection. Suitable forms are available to record the administration of medication and any accidents that occur. The manager has completed appropriate first aid training, although she was unable to produce evidence of a certificate of qualification.

There are weaknesses in the planning and delivery of activities, and this has a negative impact on children's behaviour and learning. Daily verbal feedback gives parents information about what their child has been doing. However, staff are not proactive in their communication with parents and other settings in order to obtain and share information about children's development. There is no planning for activities to ensure each child's needs are considered and all are sufficiently challenged and stimulated. Staff's interaction with children is at times poor, as they tend to sit and watch what children do rather than joining in and supporting their play. Insufficient toys and resources are also provided. As a result children display negative behaviour as there is not enough for them to do. There is no system in place for the setting to reflect upon their practice, and identify strengths and areas for development in order to improve its provision for children's welfare, learning and development.

The quality and standards of the early years provision and outcomes for children

Staff have not fully developed their knowledge and understanding of the Early Years Foundation Stage and how to provide effectively for this in an out of school setting. Children participate in activities and play that contribute towards their developmental skills. However, the organisation and delivery of activities is weak and the lack of planning hinders staff's ability to ensure all areas of learning are covered frequently, and given equal consideration. Insufficient resources can at times lead to disagreements between children, for example, one table had one wooden model aeroplane kit with glue and paints. However, several children sat at the table and all wanted to put the plane together. Eventually, the children came to an agreement about who was going to do what with each having a piece to paint. Children decorated small cakes with icing, and this was a particular favourite as they are able to eat them straight away afterwards.

Children mostly enjoy outdoor sessions. They organise games together with skipping ropes and balls. Staff suggest ideas for activities such as collecting leaves to take inside and use to print with paints. Most children are eager and keen to participate and run outside straight away. Other children express their preference to stay indoors and continue with what they are doing. However, as there was only one staff member on duty who had been fully vetted, children have to stay together in one area. This impacts upon their ability to make choices about where

they can go and what they can do. Children are confident in their interaction with staff and each other. They feel able to voice their opinions and ideas. They are able to negotiate and compromise successfully during activities and show they understand how everyone has a right to participate and contribute. Their independence is encouraged, such as preparing their own food at snack time. They take it in turn to make their own sandwiches and their social skills are promoted as they learn to wait and share.

Children receive praise and encouragement during play and when they help out, such as helping to clear away after snack time. Most children behave well, though there are some instances of difficult behaviour that stem from a lack of stimulation. On these occasions staff deal with any disagreements in an appropriate manner, intervening to explain why this behaviour is unacceptable and how it affects others. Children are reminded how to behave in order to be safe, for example, to sit on the slide properly or someone might get hurt. However, they do not receive consistent messages as staff's ineffective assessment of risks and poor organisation and supervision of activities hampers their ability to learn about all aspects of safety.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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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 (Suitability to care for children, or have regular contact, with children; Suitability and safety of premises; Providing information to parents). 15/10/2009

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 (Suitability to care for children, or have regular contact, with children; Suitability and safety of premises; Providing information to parents). 15/10/2009