

# After School (uk) Ltd

Northway Cp School, Northway, Wavertree, LIVERPOOL, L15 7JQ

## Inspection date

Previous inspection date

27/02/2014

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

4

The contribution of the early years provision to the well-being of children

4

The effectiveness of the leadership and management of the early years provision

4

## The quality and standards of the early years provision

### This provision is inadequate

- The required records about suitability checks and evidence of how staff identity and qualifications have been established are not in place nor easily accessible for inspection. As a result, management are unable to demonstrate that all staff members are suitable to work with children.
- The manager has not completed the required, relevant child protection training so she can offer appropriate levels of support and guidance to other staff. As a result, staff knowledge of safeguarding procedures is weak.
- Children have access to a limited range of toys and resources. As a result, during free play, the toys available offer little challenge and do not stimulate children's interests.
- A lack of communication with teaching staff about children's development means children attending the club do not receive consistent levels of support to complement their learning in school.

### It has the following strengths

- Children form warm relationships with staff, who care about them and are imaginative with the creative activities they offer. As a result, children are happy to attend.
- Children are well mannered and behave well.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main room and outside area.
- The inspector spoke with the managers, staff and children at appropriate times throughout the observations.
- The inspector checked evidence of staff's suitability to work with children and requested the provider's self-evaluation form and self-identified development plan.
- The inspector looked at children's observation files, planning documentation and a range of other records, policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Kathy Leatherbarrow

## Full report

### Information about the setting

After School (uk) Ltd was registered in 2013 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is one of five settings run by the same provider and is situated in the Wavertree area of Liverpool. The after school club solely accommodates children from Northway Nursery and Primary School and operates from one main room with additional access to the school's halls and secure outdoor areas.

The after school club currently employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. There are a number of staff who run the holiday club. The after school club opens Monday to Friday during term time only, from 3.20pm to 5.45pm. A holiday club operates from 8am to 5.45pm during the school holidays. There are currently 24 children attending, of which, five are within the early years age range.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that records of information about the way staff have been vetted are consistently maintained; and that they include evidence of how staff's identity and qualifications have been established; along with the required records relating to the Disclosure and Barring Service checks and that these are easily accessible and available for inspection
- ensure the designated member of staff who takes lead responsibility for safeguarding children has completed the required, relevant child protection training to enable them to provide support and guidance to other staff that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect
- improve liaison with school teaching staff to ensure information is gathered about children's development within the school so that staff can provide consistent support to complement their day in school
- improve the range of toys and equipment to provide stimulation and challenge so that children are able follow their own interests and make choices in their play.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The setting currently cares for a small number of children in the early years age range and a larger group of children aged up to 11 years. Staff have some information about each child to help them settle, including talking to the children to fill in their 'All about me' booklets and making some observations on their play. This is providing some opportunities for staff and children alike to get to know each other better and start to build up relationships. However, there is little information gathered from the teaching staff about children's learning in school in order to effectively support children in play and complement children's experiences following their long day at school. As a result, staff do not consistently support children's next stage of learning as they progress through school.

Each day, staff set out a limited range of toys and equipment which to provide experiences that cover aspects of each of the seven areas of learning. For example, the children choose to dress the dolls and play with the building blocks. This helps them develop their physical coordination, problem-solving skills when sorting sizes of clothes or connecting pieces of the building blocks to construct their figures and buildings. However, resources are of poor quality and provide limited opportunities for children to develop and play with equipment that supports their interests. Having said that, staff are imaginative with the creative activities that they offer and successfully foster children's imagination and social play as they go on treasure hunts and make duck whistles.

During daily chats, staff gain the children's views about what they like and want to do. The records of children's learning are available to parents should they wish to see them. Children play happily with their siblings and peers and staff engage the children in activities, such as, counting together as far as they can and balancing on the rope bridge, outdoors. Children participate in a range of different activities to celebrate Chinese New Year, including learning how to eat with chopsticks, write their names in Chinese and make a dragons head to use while dragon dancing. This helps to create an inclusive and welcoming environment and supports the children to develop positive attitudes towards difference.

### The contribution of the early years provision to the well-being of children

Staff are caring and welcoming. Key persons demonstrate sensitivity to those children who are still not yet fully confident with the routines and their surroundings. They hold the children's hands and sit with them to encourage them to try the activities available. This helps them to relax as the session progresses. Consequently, older children who have attended prior to the start of term are settled and familiar with routines. However, children develop a false sense of emotional security because they put their trust in staff whose suitability cannot be fully demonstrated by management. Some routines, such as the walking bus to the other site, work well in practice and help children to gain an understanding of keeping themselves safe. They wear high-visibility vests and follow the

routines well, including walking sensibly.

Key information, such as children's dietary needs, have been obtained and are held on the children's registration form. Staff encourage good hygiene habits, such as reminding the children to wash their hands before eating. Snacks include fresh fruit and the children's independence skills are encouraged as they help themselves to their chosen snacks and pour their own drinks. Snack times are relaxed, sociable occasions, where all age groups talk about their day in school together. Staff encourage polite interactions between the children as they present good role models. They model appropriate manners, such as, please and thank you and praise children well when they respond and mirror their example. They demonstrate their sense of humour as they laugh and joke together. Staff listen and praise children at all times resulting in children's self-esteem being effectively promoted. Children have access to the fresh air each day. They run and have fun in the playground, accessing the equipment in place. However, again, equipment is limited and does not challenge children's physical development or add additional interest and create different ways for children to move.

### **The effectiveness of the leadership and management of the early years provision**

The procedures for the reporting of child protection and safeguarding concerns are in place and reflect the Local Safeguarding Children Board expectations. However, the manager has not attended regular training as advised by the local authority. As a result, she does not have appropriate knowledge to support other staff and ensure they have a secure and up-to-date knowledge of child protection procedures. There are no records in place to demonstrate that appropriate suitability checks have been carried out on staff who work in the holiday club. As a result, children's safety within the club cannot be assured. Lack of records regarding staff clearance and vetting procedures is a breach of requirements. It is also a breach of both parts of the Childcare Register. Nevertheless, the premises are clean and well presented. Risk assessments have been completed. Security is well managed and daily checks before the children arrive means that the equipment and areas used by the children remain safe and suitable to promote the children's safety. Fire detection and prevention equipment is serviced as required by law. The evacuation procedure is practised with the children and staff to allow them to gain a sense of what to do in such an emergency. Food preparation and the arrangements within the kitchen are compliant with the requirements of the Environmental Health Officer.

Staff supervision has begun to be undertaken and from this, some training plans have been devised and relevant courses accessed for some staff. This demonstrates the management's desire to improve the quality of the provision. Staff seek information from the children on what they would like to do at the club and equipment that they would like to have available. However, weak reflection on practice has resulted in breaches of requirements that have serious impact on children's safety and development. In addition, the lack of stimulating resources means that children are unable to engage in freely chosen, self-directed play.

Partnerships with parents are encouraged through the use of display boards. All children's registration forms have been signed and completed. Parents are familiar and at ease when they arrive to collect their children. Staff chat with them about their children and how and what they have been doing. However, they do not work in close partnerships with teaching staff from the host school to complement children's learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- have effective systems to ensure that any person caring for children is suitable to work with children and includes obtaining an enhanced Disclosure and Barring Service check (Compulsory part of the Childcare Register)
- have effective systems to ensure that any person caring for children is suitable to work with children and includes obtaining an enhanced Disclosure and Barring Service check (Voluntary part of the Childcare Register).

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY469342
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	935710
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	25
<b>Number of children on roll</b>	17
<b>Name of provider</b>	After School (UK) Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07789202382

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

