

Chapel Allerton Out of School Club

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

Inspection date	27/05/2014
Previous inspection date	05/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
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

- Leadership and management is inadequate. This is because the provider does not ensure that there is a suitably skilled and experienced deputy in charge in the manager's absence.
- Arrangements for safeguarding children are insufficient. This is a result of a weak knowledge of safeguarding procedures.
- There are inadequate records kept to demonstrate that supply practitioners have been appropriately vetted and checked to ensure their suitability to work with children. As a result, children are not fully safeguarded and their welfare is compromised.
- Children's safety is compromised. This is because the identity of visitors is not consistently checked.

It has the following strengths

- Good quality teaching, which includes practitioners' effective interaction, ignites children's interest and enthusiasm for learning. As a result, they make good progress.
- Parents are warmly welcomed and practitioners make the time to talk to them daily to share information. Consequently, parents are happy with the service provided.

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 talked to practitioners and children at appropriate times throughout the inspection.
- The inspector looked at a range of the club's documentation, including practitioners' Disclosure and Barring Service checks, qualifications, policies and procedures and risk assessments.
- The inspector acknowledged the views of the parents through written questionnaires and acknowledgement letters and cards.
- The inspector observed children engaged in a good range of activities in the dining room and the outdoor area.

Inspector

Judith Bodill-Chandler

Full report

Information about the setting

Chapel Allerton Out of School Club was registered in 2008 and is on Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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 Leeds. Children have access to the enclosed outside area. The club is open Monday to Friday all year round, except for Bank Holidays. It operates from 7.30am to 9am and 2.30pm to 6pm during term time. Through the school holidays it opens from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 72 children on roll, of whom 19 are in early years age group. There are three practitioners who work directly with the children. Of these, two hold an early years qualification at level 6 and one holds level 2. The club supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure that the deputy manager is suitably competent and capable to take charge in the absence of the manager
- develop practitioners' knowledge of safeguarding procedures, ensuring they have a clear understanding the procedures about what to do if they have a concern about a child or if there is an allegation made against a member of staff
- develop procedures to check the identity of visitors to the club
- record and maintain details of the identity checks and vetting processes that have been completed for supply practitioners, including Disclosure and Barring Service check reference numbers, the date when the disclosure was obtained and details of who obtained it.

Inspection judgements

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

Children enjoy attending the club and happily engage with their peers in a welcoming environment. Planning incorporates children's own ideas and adult-led activities which complement those in school. As a result, children's individual interests are well met and a balance of adult-led and child-initiated activities are provided. Practitioners know the children well and confidently talk about what they like to do and the progress they have

made. They make observations and use photographic evidence to record what children can do. These are then effectively used to plan activities for their next steps in learning.

Practitioners demonstrate a good understanding of how to promote children's play and exploration. They continually engage with children as they play, listening carefully to what they have to say. Practitioners support and extend children's thinking by asking appropriate open-ended questions. For example, when going outdoors, practitioners challenge children's thinking as to why it would be unsafe to play near the puddles. Consequently, teaching is good. There are an appropriate range of activities for children to choose from, which are challenging for the children attending. Activities are well planned and capture children's interests. For example, children enthusiastically join in with team games outside, while less energetic creative activities are also available. Children engage well with their peers and take part in friendly exchanges, discussing how they want the story house they are painting outside to be decorated. Their concentration is well supported during this activity as they spend extended periods of time selecting and adding different colours and designs to their house. Relationships with practitioners are good and children confidently approach them to discuss what they would like to play with and their personal requirements. Practitioners support children well in their play, joining in enthusiastically with energetic team games outside. Through these games children develop their mathematical skills as they are encouraged to decide who will be first, second and third in the relay races. The games also effectively support young children's developing social skills as they learn to be patient, take turns and work as part of a group. There are good opportunities for children to develop their large physical skills as they climb, balance and kick balls in the adequately sized outside play area. Their literacy skills are supported well as they access a good range of materials for making marks. They access a good range of books, and a comfortable area is provided where they can read and relax. Children who speak English as an additional language are supported appropriately with words on resources and equipment in their home language. This means all children in the Early Years Foundation Stage make good progress in their learning and development.

Partnerships with parents are good. Practitioners value parents and the information they provide. They gather useful information from parents at registration and children are encouraged to complete an 'All about me' sheet, which supports their key person to meet their individual needs. Parents are welcome in the club and are comfortable in approaching the practitioners. They share their children's interests and achievements at home and are kept informed about what is happening on a daily basis through discussions. Information on their children's progress is readily accessible as parents regularly look at their children's profiles. Consequently, practitioners gain an understanding of what children can do and where to offer support. They do this effectively for children with special educational needs and/or disabilities, and consequently, these children's needs are well met.

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

Children's well-being is not sufficiently promoted because some practitioners have a weak knowledge of safeguarding. In addition, the procedure to check the identity of visitors is

not robust enough. This means that children are not kept safe. During term time children are collected from school by practitioners who work at the club. Practitioners exchange information with teaching staff about the children's day. This smooth transition from school and the good relationships which practitioners have with parents ensure there is continuity in children's care. There is an effective key-person system for children in the early years, which helps them build positive relationships with the practitioners. The environment is well resourced, which supports children's all-round development. Children access a range of resources which are arranged effectively so that they can access them independently.

Children behave well because practitioners are good role models by being polite, caring and listening carefully to children. They apply clear, consistent boundaries and children are cooperative and considerate. For example, children tidy up areas before going out to play. This is further reinforced by children making their own rules for the club and displaying them on display boards. As a result, children are aware of the boundaries set and the behavioural expectations of the club. Children develop an awareness of keeping themselves safe. They know that they have to inform a practitioner when they need to go to the bathroom when playing outside and are aware of the emergency evacuation procedures, which are regularly practised with them.

Children follow appropriate hygiene routines and know that they must wash their hands after using the toilet. This helps to minimise the risk of cross-infection and helps children learn to manage their own personal care. There are opportunities for children to develop an understanding of healthy lifestyles, as children are given balanced meals and water to drink. There are suitable opportunities for children to develop their understanding of the importance of exercise on their bodies. They are provided with opportunities to develop their physical skills and enjoy energetic play outside on a daily basis. Children demonstrate an understanding of the effects exercise has on their bodies by asking for water to drink after running around.

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

Leadership and management is inadequate. This is because the provider does not ensure that there is a suitably skilled and experienced deputy in charge in the manager's absence. This is a failure to meet legal requirements and places children at risk. Safeguarding is inadequate. This is because some practitioners have too little understanding of the safeguarding and welfare requirements to ensure that children are kept safe at all times. For example, they do not check the identity of visitors. A number of practitioners have a suitable understanding of child protection and can talk about early signs of possible abuse or neglect. However, some practitioners have too little understanding of the procedure to follow if they have concerns about a child, or if an allegation is made against a practitioner. As a result, children are not always kept safe and the requirements of the Early Years Register and the Childcare Register are not met. There is a safeguarding policy in place, which includes guidance on the appropriate and safe use of mobile phones and cameras. Permanently employed practitioners hold Disclosure and Barring Service checks, which ensure they are suitable to work with

children. However, the club does not hold a record to confirm that supply practitioners have been vetted and checked regarding their suitability to work with children. As a result, children are not adequately protected. Fire alarms are tested weekly and there is a record of fire evacuation procedures. Risk assessments are carried out for areas in the club so that any hazards in the environment are identified and minimised. Practitioners are suitably qualified and there is an induction procedure in place for when new practitioners start. New practitioners receive an induction and are all trained in paediatric first aid. The provision supports the development of practitioners through appraisals. All policies are appropriately kept and easily accessible to practitioners and parents if requested.

The deputy manager and practitioners have a good knowledge and understanding of how to promote children's learning and development. The planning and delivery of the educational programme is monitored to ensure that this enables children to make good progress towards the early learning goals. Children contribute to this process by saying which activities they have enjoyed. The club demonstrates a commitment to continuous improvement. For example, recommendations raised at the last inspection have been addressed. Self-evaluation is carried out and parents and children contribute to this process through questionnaires.

Partnership with parents is good and practitioners encourage this through daily discussion. Parents are happy with the club and comment positively on thank you cards and letters. Practitioners recognise the importance of working in partnership with other agencies in order to help support children's learning and development as and when needed. They work positively with outside agencies to support children with special educational needs and/or disabilities to ensure their needs are met.

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:

- ensure that effective systems are in place so that any person caring for, or in regular contact with, children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that effective systems are in place so that any person caring for, or in regular contact with, children is suitable to work with children, which must include 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

Unique reference number	EY386734
Local authority	Leeds
Inspection number	878963
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	72
Name of provider	4 Children
Date of previous inspection	05/11/2009
Telephone number	07824 877826

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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.

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