

Stay and Play

Tithe Barn Primary School, Mauldeth Road, Stockport, Cheshire, SK4 3NG

Inspection date	19/05/2014
Previous inspection date	15/01/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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

- Reasonable steps to prevent unauthorised persons entering the premises are not adequately in place and premises risk assessments have not been regularly reviewed with details of who did this and when it was done, in order to minimise risk to children. Children are not always supported to maintain good hygiene practice.
- Staff qualifications do not meet the minimum requirements and on occasions, there is no member of staff on duty with the appropriate food safety training; this compromises children's welfare and well-being.
- Staff do not have a consistently secure knowledge of safeguarding procedures to protect children's welfare and the safeguarding policy does not contain a procedure to be used in the event of an allegation against a member of staff or refer to Local Safeguarding Children Board guidance.
- There is no procedure in place for maintaining a written record of any complaints and their outcome.
- Robust methods are not in place to ensure that staff performance is managed, so that staff are effectively coached to improve their skills, such as planning varied and interesting activities.

It has the following strengths

- Close links with the host school contribute to children being happy and confident in the group.

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 classroom and outdoors, also viewing toys, resources and equipment.
- Evidence of the suitability and qualifications of staff and managers was checked, along with documents related to children's welfare.
- Meetings were held with the manager of the provision and the inspector also spoke to members of staff when appropriate.
- The inspector and the manager discussed the opportunities provided for children's learning and play, along with methods used for evaluating the group's provision.
- The inspector also took account of the views of parents and children spoken to on the day.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

Stay and Play has been an out of school group since 1997. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group operates from Tithebarn School in the Heaton Mersey area of Stockport. It provides after school care for children who attend the host school. The group operates from a single classroom located in the school playground along with additional space, including access to the computer suite, within the main school building. Outdoor play is provided in the school playground. Stay and Play runs from Monday to Friday, 3.15pm until 5.45pm, during term times only. There are six staff members who work directly with children, of whom two hold qualifications in childcare to level 3. This includes the manager. There are currently 63 children on roll, of whom four are in the early years age range. Children attend for a variety of sessions.

What the setting needs to do to improve further

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

- ensure that risk assessments for the premises are made regularly and reviewed to maintain their effectiveness, with a record of when and by whom this was carried out
- take all reasonable steps to prevent unauthorised access to children on the premises and that premises are secure
- ensure that the safeguarding policy is in line with the guidance and procedures of the Local Safeguarding Children Board, including procedures to be followed in the event of an allegation against a member of staff and that the policy is regularly reviewed
- ensure that staff have a secure understanding and knowledge of safeguarding policy and procedures, including a robust understanding of the role of the local area designated officer
- ensure that the staffing meets the minimum legal requirements at all times; this is with regard to a manager with a full and relevant level 3 and at least half of all other staff working in the group with a full and relevant level 2 qualification in childcare
- ensure that all members of staff responsible for preparing and handling food receive training in food hygiene
- ensure that children learn to maintain effective personal hygiene when in the group, including washing their hands before eating
- improve the procedures for staff supervision so that all staff have appropriate qualifications and receive coaching in order to develop their personal effectiveness
- ensure that there is a record of any complaints and their outcomes that can be made available for inspection by Ofsted
- improve the planning of activities provided so that: the resources for these are maintained well and presented attractively; staff interaction with children supports learning which is complementary to that which takes place in school; activities reflect a broad range of children's interests both indoors and outside.

Inspection judgements

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

Staff have a limited knowledge and understanding of how to deliver the learning and development requirements of the Early Years Foundation Stage in a leisure based setting. Planning of activities does not fully promote children's engagement and achievement across all areas of learning and development. In particular, children's imagination and spontaneous creativity is hampered by the poor condition and presentation of some resources, such as unsharpened pencils and the lack of equipment outdoors for children to build dens. There are resources, such as dolls and related accessories, for children to use in role play, which supports their communication and social skills. However, many of these resources are not in a good state of repair. While still being safe for use by the ages of children attending the group, the poor presentation deters children from selecting and enjoying sustained play with such activities. Where resources are more accessible, children make better choices about their play. For example, they select construction toys in the main classroom and use these to make models. This helps children to develop their creativity, as they decide how to structure their model and also reinforces their manipulative skills as they join small interlocking blocks together. The group has a large collection of board games which are stored visibly to children, so that they can ask for these if they wish. These are provided to help children develop their social skills, as well as offering opportunities for children to complement learning in areas, such as number. Children enthusiastically choose outdoor play in good weather; however, staff do not offer alternatives to outdoor physical activities by placing other resources outside. For example, staff do not consider offering materials or resources for making dens or construction toys, or simple activities, such as water painting, to support hand eye coordination. The lack of choices offered for play outside shows that staff are not sufficiently skilled to use children's enjoyment of being outdoors to encourage them to try activities in other areas of learning, apart from physical play.

The group has systems in place to make observations on children's learning, although, these are not regularly used to inform planning based on individual needs. Any observations made are shared and stored with the school foundation stage teacher, to inform the school's records of children's progress toward the early learning goals. There are no systems in place to monitor and balance the breadth of these, which the manager considers to be mostly concerned with observations of children's physical play and development. This limits the production of good quality complementary planning for children's learning that is based on observational assessment. Children are asked for their views about what they would like to do, such as when the group is divided between the main classroom and the computer room in the main school building. Information about children's preferences for activities is also used when children join the group to help them settle. Parents praise the group for how much their children enjoy the play opportunities offered, although, some suggest that they would welcome the use of more structured activities on a regular basis. Children are provided with quiet areas in which to concentrate on homework if they choose to complete this during the sessions.

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

Children's health and safety is not assured as staff have a limited knowledge and understanding of safeguarding, personal hygiene arrangements and food hygiene. Children are not supported to consistently maintain good personal hygiene because they are not directed to wash their hands before snack time, immediately after finishing school. However, staff do remind them to wash their hands after using the toilet so some learning regarding hygiene is evident. On some days, there is no member of staff on duty with the necessary training in food hygiene to prepare and serve the snacks. This compromises children's health and well-being. Drinks are accessible to children during all sessions and as a result, children can learn to meet their own needs for these. Snacks are broadly healthy, such as plain biscuits and fruit and this offers an opportunity for children to think about making nutritious choices in their diet.

Risk assessments are not robust enough to minimise the possibility of unauthorised adults entering the group. Adults collecting children from the school's own after hours activities freely enter the playground where children from the group are playing, although, they are kindly requested to wait outside the low gate to this area. In addition, a privately owned property adjoining the school has a gate directly into the school grounds. Consequently, there is a greater risk of unauthorised persons being able to enter the areas of the premises where children are cared for and of children being able to leave the grounds unsupervised if staff are not vigilant. This compromises the security of the group's premises, resulting in a breach of the Early Years Register and both parts of the Childcare Register. The premises are maintained and cleaned to help prevent minor accidents and injuries. Suitable equipment is in place to support the detection of fire and there is an evacuation procedure for the main room used. Measures are in place to support some aspects of children's safety, such as their use of high visibility vests when playing outside. However, staff's safeguarding knowledge is not consistently robust enough to protect children's welfare in the event of all types of concerns.

Each child is allocated a key person, to provide continuity of support for children's emotional well-being. This is reinforced by two staff working within the host school early years foundation stage classes. Information is exchanged between key persons and parents at handover times regarding children's welfare and activities. Staff know to draw parents' attention to any accident reports from schools that children bring with them to the group to keep them informed, in order to support children's good health. This is in addition to the group's own accident recording system. Children's behaviour is good because staff provide gentle reminders about using their manners. Outdoor play is available daily and staff deploy themselves evenly to ensure that children are supervised in their play outdoors. The group has the use of fixed, large play equipment, such as monkey bars and climbing frames. This enables children to have many opportunities to learn how to take reasonable risk in physical play, while developing strength and coordination. Staff organise team games, such as cricket, for those who wish to join in, developing children's understanding of teamwork while they enjoy exercise. This supports children's development of personal and social skills. The group seeks information from parents prior to children joining, in order to support their initial well-being. Policies and procedures are shared with parents when children join, including a complaints procedure which explains

how to contact Ofsted. This supports working in partnership with parents in order to meet children's needs. However, the group has not put a process in place to maintain a written record of any complaints and their outcome and therefore, is not able to make this available to Ofsted. This is a breach of the requirements for the Early Years Register.

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

This inspection was prioritised as a result of information being received that raised concerns about the following areas of the provider's practice: child supervision, complaints, safeguarding policy, safety and risk assessment. The inspection found that the leadership and management of the club is inadequate, resulting in a number of breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are also breaches of the requirements for both parts of the Childcare Register. Staff do not have a consistently thorough knowledge of the safeguarding policies and procedures in order to adequately protect children's welfare. This is because they do not have a secure understanding of the role of the local area designated officer or who is the lead practitioner responsible for safeguarding children in the group. The safeguarding policy does not meet current requirements for following guidance and procedures of the local Safeguarding Children Board nor does it have a procedure to be followed in the event of an allegation being made against a member of staff. Staff are not confident in what action they would take should they have any concerns about inappropriate behaviour or practice displayed by other members of staff. These weaknesses compromise children's welfare with regard to how they would identify concerns and seek swift intervention to fully protect children. However, there is a suitable policy in place to cover the use of mobile telephones and cameras by adults on the premises, which supports the prevention of the spread and misuse of images of children. Some documentation to protect children's welfare, such as the daily record of attendance and records of any accidents, is in place in order to support the running of the group.

Very basic risk assessments are in place for the premises; however, they have not been reviewed regularly and do not include information about who carried out the assessments in order to ensure that these are effective. As a result, children are not cared for on secure premises. Daily visual checks are made of the rooms used to assess that they are safe and fit for purpose. A suitable first-aid kit is accessible and at least one member of staff at present has a valid certificate in paediatric first aid, so that emergencies of this type can be correctly managed. However, there is not always a member of staff present who has valid training in food hygiene, in order to manage the serving of food to children correctly. Required staff ratios are not maintained at all times because, although, the manager has a full and relevant level 3 qualification, the other similarly qualified member of staff is part-time and none of the remaining staff are qualified to level 2 in childcare. This means that the club does not meet the requirements for adult to child ratios because half of the other staff, apart from the manager, are required to have a minimum of a qualification in childcare to level 2. This is also a breach of the requirements for the compulsory part of the Childcare Register, as well as the Early Years Register.

Evaluation of staff and managers' knowledge has not been robust enough to ensure that all are secure in their understanding of the welfare requirements of the Early Years Foundation Stage in order to meet these adequately. The group has not, therefore, been able to bring about continuous improvement in practice. Suitability is checked for all staff and managers by taking up references and undertaking Disclosure and Barring Service checks. The majority of the group's staff also work in the host school and recruitment is from here in the first instance, which provides continuity for parents and children. There is a basic induction process for new staff, to support them in carrying out their role in supporting children's needs. There is no effective system in place to manage the ongoing performance of staff and managers, in order to provide a suitable standard of care and learning for children. This means that staff and managers do not receive adequate information in order to improve their practice when working with children or managing the group. The group has a well-established partnership with the host school reception class, as two staff also work within this. As a result, they are able to pass any information from teachers to parents when they collect and this supports continuity for care and learning. A number of activities are freely available during the sessions to support children's progress through play, which reflect some areas of the learning and development requirements of the Early Years Foundation Stage. Parents praise the group for its care of children; however, the sense of security is not fully justified. This is due to the heightened degree of risk as a result of the weak risk assessments, including those for children's security on the premises.

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:

- carry out a risk assessment of the premises and equipment at least once in each calendar year and immediately where the need arises in order to take all necessary measures to minimise risk (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work and that the manager has a qualification at a minimum of level 3 in a relevant area of work (compulsory part of the Childcare Register)

- be able to produce for Ofsted, on request, a list of complaints made in relation to the requirements made during the previous three years (compulsory part of the Childcare Register)
- carry out a risk assessment of the premises and equipment at least once in each calendar year and immediately where the need arises in order to take all necessary measures to minimise risk (voluntary part of the Childcare Register)
- ensure that children are unable to leave the premises unsupervised except where the childcare is open access childcare, or where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (voluntary part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register)
- be able to produce for Ofsted, on request, a list of complaints made in relation to the requirements made during the previous three years (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	501492
Local authority	Stockport
Inspection number	975342
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	63
Name of provider	Lynn Carole Maher
Date of previous inspection	15/01/2009
Telephone number	0161 432 4941

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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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