

# Penny's Club at Harwood Meadows

Harwood Meadows CP School, Orchard Gardens, Bolton, Lancashire, BL2 3PS

<b>Inspection date</b>	09/07/2014
Previous inspection date	18/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- There is no evidence available on site that at least one member of staff has a valid paediatric first-aid qualification to provide correct action in an emergency.
- Not all staff have a secure knowledge and understanding of safeguarding policy and procedure, leading to safeguarding of children's welfare being inadequate.
- The complaints record was not on site and available for inspection, which is a breach of the requirements of the Early Years Foundation Stage.
- The provider did not make information regarding checks completed on staff to verify their suitability, their qualifications or their home addresses, available during the inspection.
- The systems for managing the performance of staff to ascertain their knowledge and understanding through supervision are not sufficiently robust to ensure that children are fully safeguarded.

### It has the following strengths

- The club is welcoming and friendly, and parents praise the warmth and care shown by the staff. Children have frequent opportunities to choose their own play and select from a range of resources.

## 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 cosy room and outdoors and viewed resources and equipment.
- Meetings were held with the manager of the provision, and the inspector also spoke to members of staff when appropriate.
- The manager and the inspector discussed the activities that children participate in and how this supports their learning.
- 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

Penny's Club at Harwood Meadows out of school club is managed by a private provider. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It was registered in the current premises in 2005 and operates from the community room, school hall, library, cosy room and outdoor play spaces in Harwood Meadows County Primary School, Bolton, Greater Manchester. The club operates Monday to Friday from 7.30am to 9am and 3.30pm to 5.45pm during school term time. During school holidays, the club operates from 7.30am to 5.45pm. Children attend from the host school and Hardy Mill School. There are four members of staff who work directly with the children, including the manager. Two of the staff are qualified to at least level 3 in a relevant subject and one is qualified to level 2. There are currently 57 children on roll, attending for a variety of sessions, of whom eight are in the early years age range. The club is a member of 4Children and receives support from the local authority.

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

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

- ensure that staff have a secure and up-to-date knowledge of safeguarding policy and procedures in order to safeguard children effectively
- demonstrate that there is at least one person working in the club at any one time who has a valid paediatric first-aid certificate
- ensure that a record is available of staff qualifications, identity checks and vetting processes, which have been completed for all staff including the Disclosure and Barring service check reference number, the date it was obtained and the details of who obtained it
- ensure that the club has information held on the premises and available for inspection regarding the names, home addresses and telephone numbers of all staff employed by the club
- ensure that the record of complaints is available for inspection
- implement a robust system to manage the performance of staff and check their knowledge and understanding of the club's policies and procedures.

## Inspection judgements

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

The club staff work in partnership with the host school by seeking information about individual children's targets for learning. This is in order to make complementary observations in these areas, which are then passed to school to be used to inform their planning for individual children's learning. The club staff seek children's views and ideas for activities in order to make some plans according to their interests. As a result, children are busy and motivated in their play because they have a sense of ownership of this. Staff encourage children to make their own decisions about what to play with and where in order to support their learning. For example, children are welcome to take the dressing up resources outside if they wish to, so that they can use the larger environment to extend their ideas for play. This supports children's learning in creative play and communication and language.

The club offers a wide range of choices for children to extend their learning, many of which are easily accessible to them. Children are shown the resources as part of their introduction process into the club, so that they are aware of what is available. Children choose mathematical games to play with friends, developing their social skills while developing their problem-solving ability. They play on a variety of games consoles, developing their turn-taking and manipulative skills. This also provides children with experience of using information communication technology equipment. Children can rest and watch television, if they are tired, as a comfortable area is provided for this. Role-play resources, such as toy vet or doctor's kits are available for children to explore their creativity and think about different stories that are possible with these. The staff provide a selection of appropriate books for the ages of children attending, so that children's development in literacy is promoted.

Children have free access to materials for painting and drawing, so that they can draw, write and produce pictures. The club has a stock of materials of different colours and textures for children to select from in order to make collages. This provides opportunities for children to be creative and for talk about their pictures, to support their development in communication and language. Staff make good use of creative activities like this to show children how their ideas are important to the club. For example, they encourage children to contribute to making displays of trees with leaves and to each write an activity they would like on a leaf. As the term progresses through autumn, the activities are provided and each leaf is moved to the ground around the tree picture as its activity is completed. Staff provide activities linked to national events and festivals to help children learn about these and provide opportunities for them to learn about the wider community around.

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

The club operates a key-person system in order to support children's emotional well-being. This has flexibility and if children form an attachment to another member of staff, the key

person can be changed to respect children's preferences. The club seeks suitable information from parents in order to support children's well-being prior to their joining. This includes any health issues and dietary needs that staff may need to know in order to ensure that children's good health is promoted. There are procedures in place to support children's emotional well-being as they join the club, such as being able to visit with their parent prior to starting. There is an induction process to show children the resources and tell them about the club's rules in order to support their behaviour and safety. Accurate records are kept regarding children's and their parents' contact details on the premises, in case these are needed in an emergency, such as a child becoming ill at the club. A first-aid kit is easily accessible so that staff can make use of this quickly. However, the weaknesses in record keeping, and the lack of available documents to support the welfare of the children, means that the children are not fully safeguarded. There are records of accidents that occur during the club's operating hours and parents sign these to show that they are aware of any accidents that their child has. The provider requests written permission from parents for medicines to be administered to children and keep suitable records of this.

The premises and the procedures being implemented on the day of inspection keep children safe. This is because the premises are well maintained in order to minimise accidents and the manager has considered strategies to support this. For example, when children play outside, one of the supervising staff stands on the hill area in the playing field in order to have an all-round view of the areas where children are permitted to play. This means that children are visible at all times when playing outside, to support their welfare and security. Children have access to a range of outdoor equipment in order to support their development of whole-body control. For example, they can climb and balance on tractor-size tyres, or swing from 'monkey bars'. This also means that children have opportunities to take reasonable risk in play, learning how to manage their safety while challenging their physical skills. Children play football, developing their cooperative and communication skills as well as enjoying exercise through team games.

Children are offered healthy choices for snacks, such as pancakes and fruit. They have ongoing access to drinking water in order to meet their own needs for this. Their views are sought about foods for snack times in order to help children to try new tastes, as well as to give children a voice in the running of the club. Children behave well and staff make use of a reward scheme to motivate children in this area of achievement, to complement their learning in school about managing their own behaviour. Parents receive daily information on collection about their children's activities and welfare. They can also opt to have a written note about this if another authorised adult is collecting on their behalf, in order to support information sharing. The club makes sure that any messages or letters from school, including about any accidents that children may have incurred in school are sent home so that parents are kept fully informed.

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

The leadership and management of the club is inadequate due to a number of breaches of the requirements of the Early Years Foundation Stage. Not all staff have a secure

knowledge and understanding of how to manage safeguarding concerns in order to protect children's welfare. In addition, it was not possible on the day of inspection to verify that there is a suitable safeguarding policy in place as there were no copies of policies and procedures available on the premises. These are also breaches of the requirements for the compulsory and voluntary parts of the Childcare Register. In addition, there is no record of complaints or a clear policy of how complaints from parents will be handled; this is a breach of both the Early Years Register and both parts of the Childcare Register. Other records not available for inspection were details of suitability checks on staff, such as Disclosure and Barring Service checks or evidence of the staff's qualifications. This means that it is not possible to ascertain if staff are suitable to work with children. Additionally, it was not possible to verify that at least one member of staff working in the club on the day of inspection has a valid first-aid certificate as evidence of this was not available. This is a breach of the requirements for the Early Years Register and both parts of the Childcare Register. The provider does not have required information, such as complete records of addresses and contact details for staff, in the event of these being needed in an emergency, or for inspection. This is a breach of the requirements of the Early Years Register and both parts of the Childcare Register. These breaches of the safeguarding and welfare requirements put children's well-being at risk. Nonetheless, some documents are kept correctly, such as the daily record of children's attendance and the times they are present, to support the running of the club.

The provider has not implemented staff performance-management systems that are sufficiently rigorous to check staff knowledge and understanding. This is demonstrated by not all staff having a secure enough knowledge and understanding of safeguarding procedures, which indicates that this had not been checked as part of effective staff monitoring. There are procedures for the recruitment and induction of new staff but due to the lack of information about suitability checks on staff, it is not possible to ascertain if these processes work in practice. There is no rigorous evaluation of practice in order to bring about continuous improvement and as a result, there are breaches in requirements identified at this inspection. Parents are not regularly asked for their views in order to inform the evaluation of the club, and as a result, improvements in the provision are limited. However, parents praise the club staff for their warmth and friendliness, and the resources available to support children's play. The club has met the action set at the previous inspection regarding maintaining the daily record of attendance correctly.

The club provides suitable activities for children, which are largely initiated by the children, using the broad range of resources accessible to them. There is established partnership working with the early years staff in the host school. As a result, the provider holds information about the individual targets for learning for the children in the nursery and reception classes who attend it. This means that the club staff can use these to further children's learning in their talk with them, during children's play. This complements children's learning at school.

### **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:**

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse of neglect (compulsory part of the Childcare Register)
- demonstrate that at least one person who is caring for children has an appropriate first-aid qualification (compulsory part of the Childcare Register)
- make available to Ofsted on request a summary of complaints made in relation to the requirements during the past 12 months and the action that was taken as a consequence and produce for Ofsted on request a list of such complaints made during the previous three years (compulsory part of the Childcare Register)
- keep a record available for inspection of the names, addresses and telephone numbers of every person working in the club (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse of neglect (voluntary part of the Childcare Register)
- demonstrate that at least one person who is caring for children has an appropriate first-aid qualification (voluntary part of the Childcare Register)
- make available to Ofsted on request a summary of complaints made in relation to the requirements during the past 12 months and the action that was taken as a consequence and produce for Ofsted on request a list of such complaints made during the previous three years (voluntary part of the Childcare Register)
- keep a record available for inspection of the names, addresses and telephone numbers of every person working in the club (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>	EY300751
<b>Local authority</b>	Bolton
<b>Inspection number</b>	820213
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Christine Penelope Elrington
<b>Date of previous inspection</b>	18/10/2011
<b>Telephone number</b>	01204 699743 07736 062188

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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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