

Hurley Before and After School Group

Heanley Lane, Hurley, Atherstone, Warwickshire, CV9 2HY



Inspection date

24 February 2015

Previous inspection date

23 April 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- There is no key-person system in place for children in the early years age group. This means that children are not fully supported in building a secure relationship with one specific adult as they begin attending the club.
- Managers have not ensured that the first-aid qualification held by all staff is specific to workers caring for young children.
- Children's understanding of good hygiene procedures is not fully supported as they are not routinely reminded to wash their hands before eating.
- Managers do not always rigorously monitor, evaluate or assess the effectiveness of all aspects of the club. As a result, some legal requirements have been overlooked and some policies and procedures are not consistently followed in practice.

It has the following strengths

- Staff provide a welcoming, safe and secure environment. They have an effective understanding of safeguarding procedures to ensure that children are kept safe from harm.
- Children benefit from a calm and relaxed atmosphere in the club. They behave well because staff are good role models and give clear guidance about behaviour.
- All staff working in the club also work within the school, which means that they get to know children very well and have a good understanding of children's individual personalities, capabilities and needs.
- Staff develop good relationships with parents and liaise well with colleagues in school. This three-way sharing of information supports continuity in care for children.

What the setting needs to do to improve further

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

- ensure that a key person is assigned for each child in the early years age range to build relationships with the child and with their parents, and to enhance support for children as they settle in to the club.
- make sure that there is always at least one person who has a current paediatric first-aid certificate on the premises and available at all times when children are present.

To further improve the quality of the early years provision the provider should:

- enhance children's understanding of how to manage their own hygiene, for example, by encouraging them to always wash their hands before eating their snack
- develop rigorous and effective systems for self-evaluation to make sure that all legal requirements are met, to ensure that practices follow policies and procedures and to raise the overall quality of the club.

Inspection activities

- The inspector observed the staff engaging with children in a range of activities, inside and outdoors.
- The inspector looked at a sample of policies and documentation.
- The inspector held discussions with the manager and staff members about their roles and responsibilities, including safeguarding.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Victoria Mulholland

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff provide a suitable range of resources and activities. These are appropriate for the children of various ages who attend, and are used to successfully support their different interests. Children have plenty of opportunities to make choices about what they do and how they spend their time in the club, which supports their independent learning. For example, children choose to build with construction sets, play board games, draw, or play outside with bats and balls. Staff are responsive to children's interests and ideas. They chat with children, join in with what they are doing, or offer support. This successfully extends children's enjoyment and understanding. However, younger children do not benefit from the focused support of a key person. Staff use their awareness of children's progress and learning in school to provide complementary support during club sessions. For instance, staff offer to help children with practising spellings, completing homework tasks, or using computers to continue with learning or research that they have started in school.

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

When children begin attending the club, staff obtain information from parents about children's dietary or medical requirements to ensure that their specific needs are met. Although younger children are not supported by a key person, staff are warm and very welcoming, which means that children settle, develop confidence, and build good relationships with them over time. Older and younger children mix well in the club. Staff develop children's social skills as they help them to play cooperatively, share and take turns. Children have good opportunities for physical development, and to be active, as they play outside using a variety of resources. However, staff do not always make sure that children wash their hands before they eat, which means that children do not fully learn about the importance of good hygiene practices.

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

Managers have a suitable understanding of the requirements of the Early Years Foundation Stage. However, they have not yet developed a system of rigorous self-evaluation to regularly assess and reflect on how well policies and procedures are being implemented. As a result, instances where legal requirements are not met, or when the practice does not follow policy or procedure, are not swiftly identified and remedied. All staff are trained in first aid and know how to deal with accidents or illness appropriately. However, managers have not ensured that the first-aid training staff receive is specific to the care of young children. Nevertheless, staff are generally well-qualified and the regular training they receive for their roles in the school equally supports them with their roles in the club.

Setting details

Unique reference number	200633
Local authority	Warwickshire
Inspection number	864032
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	131
Name of provider	Hurley Before and After School Club Committee
Date of previous inspection	23 April 2010
Telephone number	01827 872 207

Hurley Before and After School Group was registered in 1998. It operates from within the grounds of Hurley Primary School. The club employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at levels 3 or 6. The club opens, from Monday to Friday during school term times. Sessions are, from 7.30am to 8.45am, and from 3.15pm to 6pm.

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