

Skool Camp (Manchester) Limited

The Green Park Centre, Bakewell Avenue, HAUGHTON GREEN, Denton, M34 1NS

Inspection date	14/05/2014
Previous inspection date	25/07/2012

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

- The provider has not consistently maintained records containing the details of the children's attendance.
- Systems for staff recruitment and vetting are not robust. Therefore, the club is in breach of requirements of the Early Years Foundation Stage and children's safety is compromised.
- The club does not have safe procedures in place for the use of mobile phones and cameras, which means children are not fully safeguarded.
- Staff do not have a good knowledge of the learning and development requirements, which means they cannot be sure they have covered all the necessary requirements.

It has the following strengths

- Staff build good relationships with parents, working collaboratively for the benefit of the children.
- Children benefit from secure attachments to their key person and other adults working in the club. As a result, they are confident and happy.

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 within the club.
 - The inspector held a meeting with the manager.
 - The inspector took account of the views of parents and carers spoken to on the day of the inspection.
 - The inspector had a tour of the club with the manager.
- The inspector sampled documentation, including children's assessment records,
- planning documentation, evidence of staff suitability, qualifications and children's learning journals.

Inspector

Joanne Ryan

Full report

Information about the setting

Skool Camp (Manchester) Limited re-registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community centre in the Haughton Green area of Tameside. The club serves the local area and is accessible to all children. It operates from the main hall and there is a park area available on the grounds for outdoor play. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. Sessions are from 7.15am until 8.45am and 3.15pm to 6.15pm during term time only and 7.15am until 6.15pm during the school holidays. Children attend for a variety of sessions. There are currently 68 children attending; 12 of whom are in the early years age group.

What the setting needs to do to improve further

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

- keep a daily record of the names of the children looked after on the premises and their hours of attendance to help staff maintain children's safety in an emergency
- ensure the safeguarding policy and procedures cover the use of mobile phones and cameras in the club in order to protect children
- ensure staff working with children are suitable to do so by consistently gathering information, including references, identity checks and undertake the vetting process for all persons on the premises to ensure children are safeguarded
- improve staff knowledge of the learning and development requirements so they can ensure children make good progress in all areas of learning.

Inspection judgements

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

The staff generally observe children while they play and they understand some of the things the children have achieved. However, the planning is concerned with the general activities that will be offered instead of the learning that is intended. This means activities do not always focus strongly on children's next steps in their learning to help them to make best progress. Nevertheless, because the staff are providing a range of activities and appropriate support, children are making progress and are developing some of the key skills required for the next stage of learning. Staff lack knowledge of the areas of learning and development and therefore cannot identify where children's weakest areas are and do not know if children are making sufficient progress towards the early learning goals. They

do not know if particular aspects of learning are missing from the provision because of this weakness.

Staff play football with the children and encourage them to work in teams, which promotes children's physical skills and teamwork. They support children to share and take turns. For example, when two children want the same toy, staff explain they can have five minutes each then they will both have had a turn. This enhances the children's social skills. Children have the opportunity to paint and experiment with marks which supports their creativity and imagination. Staff talk with parents when children first start about children's general interests, which allows them to offer some activities that children enjoy. Daily discussions with parents help to keep them informed about the club's activities and the children's school day.

Staff talk with children throughout the activities, supporting their communication and language skills. They help children to dress up in a range of clothes which encourages the children to take on the role of others. Children play with trucks and sand, which supports their understanding of the world as they start to consider different features in their community, such as trucks and cars. Children develop their early literacy skills as they enjoy colouring and drawing pictures.

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

The weaknesses in the leadership and management means children's safety and welfare is potentially at risk. However, staff build very good relationships with children and ensure they are emotionally settled in the club. Staff encourage friendships between the children. For example, when one child cannot find a toy, staff ask another child to help him and they work together which enhances their social skills. Children's key persons collect them from school which gives them time to talk together on the walk back to the club. Staff support children to settle into the club by talking to them and their parents about what they enjoy doing. This allows staff to provide activities around the children's interests. The good relationships which have been established mean children are generally emotionally ready for the next stage of learning.

Staff give children lots of praise and encouragement, which supports their confidence and self-esteem. They have developed rules, which have been agreed between staff and children and are displayed so children are clear on the expectations of the club. Staff support children's understanding of risk by giving them clear explanations. For example, on outings, such as the walk home from school, a child jumps on a concrete post and the member of staff explains how she could fall over it because she has a skirt on and it could get caught. Parents are involved in the club and some help out by walking to and from school with the staff. This builds good relationships and enables parents to be involved and have regular conversations with staff.

Children wash their own hands independently which promotes good hygiene. They have a variety of snacks throughout the week, which they sit together to enjoy. Children can access fresh drinking water whenever they wish which stops them from becoming dehydrated. There is a large play area directly outside the club, which children access on a

regular basis and they walk to and from school. This gives them access to fresh air and exercise and contributes towards a healthy lifestyle.

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

The staff have a suitable awareness of the signs and symptoms of abuse and understand their responsibility of reporting any concerns. This means they can take swift action should the need arise. However, they do not have any procedures in place to minimise risks, which are posed by staff using camera enabled mobile phones in the presence of children. Therefore, children are not adequately safeguarded. Recruitment procedures are inadequate as the registered person does not ensure appropriate references are obtained before new members of staff start work. In addition, the suitability checks are not undertaken in a timely manner. These failings compromise children's safety and welfare and are a breach of requirements on the Early Years Register and the Childcare Register. The staff record the names of children in attendance. However, they do not record the hours they are present which means there are no accurate records of the numbers of children present at any one time. Therefore, in the event of an emergency children's safety is compromised. Risk assessments are carried out to ensure children's safety while on the premises. Staff are suitably deployed to ensure children are supervised and ratios are met at all times.

The manager works directly with the staff and children and monitors the educational programme on an ongoing basis through her daily observations. This means staff understand the duties they need to undertake to care for the children. The manager is aware of the weakness in the staffs' knowledge and understanding of the learning and development requirements and has enrolled herself and two other staff on a playwork qualification in an attempt to update their knowledge. The manager and staff discuss the activities they are going to provide, which supports children's general development. The manager and staff have informal discussions about how the staff can develop. This has supported some staff to develop. For example, less confident staff observe others until they become confident in leading activities.

The club has established good relationships with the schools in which children spend most of their day. This has enabled a consistent approach to be developed. Staff pass on messages from the school to parents to ensure they are informed about their child's day. Parents are very complimentary about the club and feel fully informed and welcomed. They talk highly of the club and are pleased with the range of activities on offer.

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 there are effective systems for ensuring any persons caring for, or in regular contact with children are suitable to work with them (compulsory part of the Childcare Register)
- ensure a daily record of the names of the children being cared for on the premises and their hours of attendance is maintained (compulsory part of the Childcare Register)
- ensure there are effective systems for ensuring any persons caring for, or in regular contact with children are suitable to work with them (voluntary part of the Childcare Register)
- ensure a daily record of the names of the children being cared for on the premises and their hours of attendance is maintained (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	EY426356
Local authority	Tameside
Inspection number	967772
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	68
Name of provider	Skool Camp (Manchester) Limited
Date of previous inspection	25/07/2012
Telephone number	07872 930366

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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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