

Guideposts Trust at Kingfisher School

Kingfisher Special School, Radley Road, ABINGDON, Oxfordshire, OX14 3RR

Inspection date	31/07/2014
Previous inspection date	10/09/2013

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		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

- Staff have failed to report an allegation of abuse or to act promptly on concerns. Unchecked staff are working unsupervised with children. The mobile phone policy is not implemented. There is no named person for child protection. Risk assessment procedures are not robust enough to prevent children leaving the premises.
- The manager does not have a suitable qualification for early years. There is currently no named deputy. The key-person system does not meet children's specific needs. Staff are not confident in their roles and are not deployed adequately to keep children safe.
- Staff do not have a secure understanding of how children learn and the quality of teaching is weak. They do not identify starting points for children, plan or extend their learning. Resourcing, including provision for children to rest or sleep, is poor. Staff do not work in partnerships with parents and other professionals to meet children's needs.
- Equality of learning opportunities is not promoted. Behaviour is not managed well and there is no named person responsible for behaviour management.
- Documentation is poorly maintained. Identity checks and full details of complaints are not kept confidentially or made available for inspection, and responses do not meet required timescales. Staff do not keep an accurate record of children's attendance. Some actions set at the last inspection are not met. The capacity to improve is poor.

It has the following strengths

- Staff are suitably trained to administer medical assistance to support children's health.

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 toured the premises, observed activities in the indoor play spaces, looked at children's records and discussed planning.
- The inspector held a meeting with the setting's manager and nominated person, and talked with staff.
- The inspector invited the manager to carry out a joint observation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the setting's self-evaluation process and discussed the improvement plan.
- The inspector took account of the views of children, parents and carers from feedback received by the setting from children and families.

Inspector

Melissa Cox

Full report

Information about the setting

Guideposts Trust at Kingfisher School registered in 2010 under the new ownership of a charitable trust. The club offers out-of-school care for children with special educational needs and/or disabilities. It operates from the Kingfisher School in Abingdon, Oxfordshire, and the intake of children is from a wide catchment area. The club operates from several rooms within the school and there is access to outdoor play areas. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 52 children on roll, of whom 12 are in the early years age range. Opening times are from 3pm to 6pm each weekday, during term time. A holiday play scheme operates during school holidays on weekdays from 9am to 4pm. The club employs a mix of 17 permanent and temporary staff who work in the after-school club and holiday playscheme. Of these, four have suitable early years qualifications.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a welfare requirements notice requiring the provider to:

ensure that the risk assessments are reviewed regularly in order to identify and manage any new risks to the environment, with particular regard to ongoing building works and the security of the front and side doors of the school

ensure all staff have regard for the Government's statutory guidance 'Working Together to Safeguard Children', in order that any concerns about children's safety or welfare are notified to agencies with statutory responsibilities without delay, and staff are alert to any issues for concern in the child's life at home or elsewhere

implement a policy, and procedures, to safeguard children in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB), include an explanation of the action to be taken in the event of an allegation being made against a member of staff, ensuring all staff follow the procedure regarding the use of mobile phones and cameras in the setting

ensure a designated member of staff is appointed to take lead responsibility for safeguarding children and that they have accessed a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect

obtain an enhanced Disclosure and Barring Service check in respect of every person aged 16 and over who works directly with children; and do not allow people whose suitability has not been checked to have unsupervised contact with children being cared for, including agency staff

record information about staff qualifications and the identity checks and vetting processes that have been completed, including the Disclosure and Barring Service disclosure reference number, the date a disclosure was obtained and details of who obtained it

appoint a suitably qualified manager that holds at least a full and relevant qualification at level 3

ensure records are easily accessible and available on site, with particular regard to staff's qualifications and personal information, details of complaints, and Disclosure and Barring Service check information.

We will monitor the provider's compliance with the welfare requirements notice.

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

- maintain records and obtain and share information with parents and carers, other professionals working with the child, and the police, social services and Ofsted as appropriate to ensure the needs of all children are met; and enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting
- implement a policy, and procedures, to promote equality of opportunity for all children, which includes arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices, with particular regard to supporting children with their specific needs and working more closely with parents and other professionals
- ensure staffing arrangements and deployment meet the needs of all children and ensure their safety
- implement an effective key-person system that ensures every child's care is tailored to meet their individual needs, with particular regard to supporting younger children and those children who require additional support to manage their specific additional needs
- ensure there is a named deputy who is capable and qualified to take charge in the manager's absence
- maintain an accurate daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person
- ensure that all staff understand the need to protect the privacy of the children in

their care, as well as the legal requirements that exist, and ensure that information relating to the child is handled in a way that ensures confidentiality

- implement a behaviour management policy to reflect the needs of the children who attend the setting, and ensure there is a named member of staff who is responsible for behaviour management and who has the necessary skills to advise other staff on behaviour issues
- ensure provision is made for any child who wishes to relax, play quietly or sleep, equipped with appropriate furniture to meet their needs
- develop the quality of the learning environment for all ages, indoors and outdoors, so that children are able to engage in good quality, planned, purposeful play across all areas of learning
- investigate written complaints relating to their fulfilment of the Early Years Foundation Stage requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint
- make available to parents and/or carers details about how to contact Ofsted if they believe the provider is not meeting the Early Years Foundation Stage requirements
- improve staff's knowledge of the learning and development requirements in order to consider the individual needs, interests and stage of development of each child, and use this information to identify their starting points and plan for their next steps in learning.

Inspection judgements

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

Children do not make enough progress in their learning because the current levels of support they get from staff do not meet their individual learning needs. This is evident in the lack of progress made by children in the majority of the aspects of their learning. Through discussions, staff demonstrate that they have a poor understanding of children's specific learning needs and are not confident in their knowledge of children's starting points. Although staff gather some information from parents when children first start, the information is mostly focused on meeting children's care needs. This means that staff do not have a secure baseline on which to base future learning or which they can use to support each child. Very brief observations, accompanied by some photographs, are added to some children's folders, but these observations are infrequent and are not used to plan activities to build on what children already know. There are very poor links with the feeder

schools and limited information sharing does not benefit children's learning needs.

The quality of teaching is poor. Staff provide some activities, such as drum making, but overall these are poorly planned and resourced. Younger children cannot access some of the resources because these are placed on high tables and adaptations have not been made to activities to include all the children, should they wish to join in. Older children watch popular films for long periods of time, rather than engaging in any other play. There is a lack of sensory play for those children with visual impairments. Staff have failed to consider the diverse needs of the group who attend. As a result, they do not plan effectively to meet children's needs and interests. There are some opportunities for children to play on computers and they access favourite websites. However, staff limit the support they provide to sitting with groups of children, rather than interacting positively with them. As a result, children are left for much of the day to wander around the play spaces or to occupy themselves and do not benefit from good quality interactions which engage their interest and challenge them in their learning.

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

Staff do not understand their responsibilities as a child's key person and fail to support, nurture and encourage children in their care and learning. Although children come into the setting and settle suitably at the beginning of the day, their needs are not effectively met throughout the day by staff. Daily changes to staffing mean that adults do not know children well enough, which also means that children do not have a familiar adult to turn to when they need help or reassurance. In addition, because staff do not gather enough relevant information about children's specific needs and care plans, they are not able to provide children with personal levels of support or guidance tailored to meet their individual needs.

Children's behaviour is not managed well. Staff do not implement effective strategies to help some children prepare for changes in routine, which leads to unsettled, and sometimes disruptive, behaviour. Non-verbal children struggle to effectively communicate their needs to staff and staff fail to act when children sign that they are tired or want to go home. This does not foster children's sense of belonging or support their emotional well-being. Some older children become very distressed by this lack of support, which has an impact on how safe younger children feel. Overall, staff fail to promote strategies that are tailored to a child's specific needs. Neither the setting's policies nor the resulting practice ensure that all children are fully included and are not disadvantaged.

Resources are of poor quality and are limited in selection and accessibility. Although the setting is based in a specialist school with equipment available to meet the diverse needs of the children attending, staff do not use this to good effect. Resources for play are very much dependant on what staff put out for the children and are limited in number and variety. Some children cannot access these because of their disability, but staff have done very little to ensure the environment and activities are inclusive of all children attending. There are few resources to value children's differences or to raise their understanding and awareness of the diverse society, even though the setting caters primarily for children with

special educational needs and/or disabilities. Staff provide children with some opportunities to develop their physical skills because they use a range of climbing, balancing and pedalling activities when they access the outdoor area. There are some opportunities for children to visit local parks and areas of interest when staff take them on outings. The setting does not have suitable spaces for children to rest or allow for this in the day. Some children remain in their wheelchairs for much of the day with little opportunity to develop their physical skills because there are no suitably trained staff on site to support them, or because staff have failed to secure the equipment needed to facilitate this.

Children's care needs are adequately promoted as they follow suitable hygiene routines, such as hand washing, with staff providing appropriate explanations about why this is important. Opportunities, such as lunch time routines, allow for some independence and children are encouraged to feed themselves with the help of staff. Children have regular access to drinks. Information is gained about any allergies and dietary preferences and staff ensure that they observe these at all times. Staff are suitably trained to prepare and serve food, and discuss the procedures they follow to ensure food hygiene is maintained, for example, wearing gloves and aprons. They are trained to accommodate children who have specific dietary requirements, such as food allergies or feeding tubes. There is a suitable procedure to follow should a child become ill in their care. Sufficient staff are suitably trained to deal with the additional medical needs of the children attending.

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

The leadership of the setting is inadequate and, as a result, children are at risk of harm. Staff have failed to adequately assess the risks presented by the current building work on site. On the day of the inspection, it was noted that the internal door locks had been disabled by the builders to allow for new locks to be fitted. During that time, children could easily open the doors and had access to the main front door area, which is opened by an internal touch button at child's height. This meant that children's safety was not assured because the front door leads directly into a small car park and is in close proximity to the main road. While this building work is only temporary, staff admit that children have accessed the door button during this time although, to date, no child has left the building unsupervised. On occasions during the inspection, children were left unsupervised for short periods and went to the front door area in order to let their friends or others in. The failure to review the risk assessment in line with these temporary changes to the premises has placed children at risk of leaving the premises unattended.

Safeguarding procedures are weak and compromise children's well-being. The provider has failed to notify Ofsted of an allegation of abuse within prescribed timescales. They have not followed the correct procedure of reporting this concern to the Local Authority Designated Officer. The provider investigated the concern themselves, which does not follow appropriate procedures to safeguard children. In addition, staff's overall understanding of reporting procedures is very poor. Although staff keep brief notes about any concerns regarding children or the other staff, these are not followed up. This places

children at risk. Currently, there is no designated person in the setting who has sufficient understanding of the procedures to follow to protect children in their care, or who has been suitably trained to advise and guide staff. The safeguarding policy does not meet requirements because the information is outdated and is not relevant to work in early years. Unchecked staff are left in sole charge of children which, on occasions, includes dealing with their intimate care needs without the supervision of checked staff. Staff use personal mobile phones to communicate with each other across the site, and these are kept on them during the day when they are left unsupervised with children. This is in breach of the company policy. Although staff can use their mobile phones to call for help, the handsets have facilities to take photographs and videos, which means children are not safeguarded effectively. The provider has also failed to ensure that a complete list of Disclosure and Barring Service check information is available on site. Information that is kept is incomplete and disorganised so it is unclear whether staff have been subject to a robust vetting procedure before they start working with the children. Staff are aware of the need to discuss any changes to their suitability with senior staff. However, because the provider does not carry out robust checks at the start of their employment, this system does not fully guarantee children's safety. Due to the number of serious concerns, Ofsted has suspended the provider's registration. Ofsted is taking this step as there is reasonable cause to believe children are, or may be, exposed to a risk of harm.

There are further breaches in relation to the setting's documentation, which has not been sufficiently reviewed to ensure it is up to date. The attendance record is not completed accurately, and the complaints procedure does not contain the required details of the regulator or a clear procedure on how to raise a concern. A high number of complaints have been logged, some of which raise serious safeguarding concerns. The provider has failed to adequately respond to these in the required timescales, keep the information confidential to respect children's privacy, or address the concerns raised. In addition, the current named manager of the setting does not have a qualification that is specific to early years and lacks the support of a named deputy. These are breaches in requirements. The provider is also in breach of several requirements of the Childcare Register. This means that children's safety cannot be assured and staff are unable to meet the children's needs. Ofsted intends to serve the provider with a welfare requirements notice to ensure urgent improvements are made.

The manager and staff have not met their responsibility in overseeing the delivery of the educational programmes. Some staff have not accurately updated children's progress in their learning journeys to monitor their learning and development, which means that children's progress is not clear. In addition, there is a lack of regard to working in partnership with other agencies to support children's learning. In particular, children with special educational needs and/or disabilities are not offered the support they need to make progress. This is because staff have not had the time or resources to sufficiently implement or monitor the support they provide for them. As a result, these children are falling further behind in their learning, rather than making progress in line with their starting points.

Procedures to monitor the effectiveness of the provision and drive forward further improvements are ineffective. This is because self-evaluation procedures are not robust enough in identifying the key areas that require immediate action, such as the ongoing

safety and supervision of children. This lack of reflective practice means that the provider, manager and staff are not adequately aware of the effect of the key weaknesses in practice on children's care, learning and development, and their well-being. In addition, the capacity to secure the necessary improvements is limited as the majority of actions from the previous inspection remain unmet. This demonstrates that the provider is unable to drive improvements without external support.

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 the manager has a qualification at a minimum of level 3 in a relevant area of work (compulsory part of the Childcare Register)
- implement an effective system to ensure 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 the premises and equipment used for the purposes of childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment at least once in each calendar year and immediately, where the need for an assessment arises to ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- keep a record of the following and retain them for a period of two years: a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children (compulsory part of the Childcare Register)
- ensure that the childcare is accessible and inclusive by not refusing to provide childcare or treat any child less favourably than another child by reason of the child's disability and/or learning difficulty (compulsory part of the Childcare Register)
- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (compulsory part of the Childcare Register)

- make the following information available to parents: Ofsted's address (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 or neglect (compulsory part of the Childcare Register)
- ensure that each complaint is fully investigated (compulsory part of the Childcare Register)
- inform any parent who has made a complaint (in writing or by email if the parent requests this) of the outcome of the complaint, within 28 days of the date the complaint was made (compulsory part of the Childcare Register)
- inform Ofsted of the following: any allegation of serious harm to, or abuse of, a child committed by any person looking after children on the premises, (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or by any person, where the allegation relates to harm or abuse occurring on those premises (compulsory part of the Childcare Register)
- implement an effective system to ensure 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)
- ensure that the premises and equipment used for the purposes of childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- undertake a risk assessment of the premises and equipment at least once in each calendar year and immediately, where the need for an assessment arises to ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- keep a record of the following and retain them for a period of two years: a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- ensure that the childcare is accessible and inclusive by not refusing to provide childcare or treat any child less favourably than another child by reason of the child's disability and/or learning difficulty (voluntary part of the Childcare Register)
- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (voluntary part of the Childcare Register)
- make the following information available to parents: Ofsted's address (voluntary 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 or neglect (voluntary part of the Childcare Register)
- ensure that each complaint is fully investigated (voluntary part of the Childcare Register)

- inform any parent who has made a complaint (in writing or by email if the parent requests this) of the outcome of the complaint, within 28 days of the date the complaint was made (voluntary part of the Childcare Register)
- inform Ofsted of the following: any allegation of serious harm to, or abuse of, a child committed by any person looking after children on the premises, (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or by any person, where the allegation relates to harm or abuse occurring on those premises (voluntary part of the Childcare Register).
- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children (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	EY405640
Local authority	Oxfordshire
Inspection number	963373
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	40
Number of children on roll	52
Name of provider	Guideposts Trust Limited
Date of previous inspection	10/09/2013
Telephone number	01235 555512

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

