

Quality Improvement Strategy for Out of School Clubs



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Introduction and Purpose

The purpose of this document is to build on the recommendations made as part of the recent assessment of Out of School provision in York, and agreed by the Extended Services Strategic Steering Group. This will also address the findings of the recent childcare sufficiency assessment, which found that while demand for Out of School childcare is increasing, parents are less likely to grade this sector as good or better in comparison to the Early Years sector.

From September 2011 the Primary Admission Policy has changed and children can be admitted to primary school in the September prior to their fifth birthday. Therefore, the potential for more four year olds accessing places in the Out of School sector emphasises the need for a continued high quality experience, building on what young children received in the Early Years sector.

It will also strengthen the strategic lead of the Out of School Development Adviser to enable the post to influence quality and improve outcomes for children attending Out of School Clubs (OOSCs) across the city. This includes clubs run by schools under Extended Schools legislation. The Quality Assessment of Out of School Provision carried out by an external consultant in October 2010 is outlined at Annex 2.

Vision

As a Service we are committed to ensuring that OOSCs in York are of the highest quality, and that where clubs need to be challenged to improve quality outcomes for children and families then we will do so. We have high expectations of all OOSCs across the city, and are certain that minimum standards should not be accepted as good enough for children and families in York. There is also an expectation that inclusive practice for all vulnerable groups is of a high quality.

To facilitate our vision for high quality, the Out of School Development Adviser works with other advisers supporting schools and Early Years settings to share a common aspiration towards quality improvement, supporting each others' strengths and areas of expertise. Central to improving OOSCs, the Service works to form trusting relationships, build capacity, empower staff, ask difficult questions, and place the leaders of clubs in a position to consider whether all options for improvement have been explored. The Service will also demonstrate its commitment to quality of the OOSC sector by:

- Undertaking and championing the uniqueness of the sector compared to other sectors
- Raise the profile of OOSCs by prioritising funding and resources, wherever possible
- Raising the profile and challenges for the sector on local, regional and national levels
- Identify creative solutions with internal and external partners to provide solutions to welcome the challenges facing OOSCs

Principles

Our Quality Improvement Strategy is based upon the following principles:

- Sustainability
- Practice
- Workforce
- Partnerships and Governance
- Content and Environment

If they are delivered in the most effective and efficient way then they are the common features of high quality provision. Our recent assessment of provision in York shows that there are other features that we know locally impact on quality. Annex 1 shows a diagram that demonstrates **all** the features that contribute to high quality. The *Taking Play Forward* policy is attached at Annex 3 and this outlines the principles for best play.

Targeted Support for Quality Improvement in York Out of School Clubs

It is recognised that there is limited capacity to support Quality Improvement in OOSCs. Therefore the Out of School Development Adviser (OOSDA) will take the lead in following a clear and transparent process to improve quality through a more targeted approach, using a localised categorisation process and bringing other professionals together to be part of the focussed improvement plan. Details of this process are attached at Annex 4 and this is being implemented gradually from 1st April 2011.

The OOSDA is using the baseline already established to visit those groups who are currently rag rated as 'red' or 'amber'. Prior to each visit, key services and individuals will be formally invited to share appropriate information which impacts on quality with the OOSDA to inform future visits. In some cases this could lead to the OOSDA taking action in the short/medium or longer term. These individuals who from time to time may have contact with OOSCs may hold information that is key to understanding and determining the support and challenge that is required.

Targeted support is also about maximising existing networks to create focussed and strategic support, to ensure that professional skills and expertise are matched to the needs of each setting, so that capacity continues to be deployed effectively to meet the individual needs of each OOSC.

Key services that will contribute to the sharing of appropriate information include:

- Learning & Welfare staff
- Steps to Quality Team
- Childcare Strategy & Business Management Service
- Play Team
- Family Information Service
- York CVS
- Senior leaders in schools

Categorisation Process and Levels of Support

To determine the level of support across all Out of School provision, the Service uses criteria based on the initial visit and any other local knowledge gathered. From this categorisation we can establish an agreed level of support for clubs and use a 'Virtual Team around the Setting' approach. We will use clear quality criteria to move us forward from the baseline established by earlier assessment of the groups. These criteria enable us to identify clubs against intensive, targeted and universal support. Further details in relation to categorisation can be found in Annex 4.

Influencing clubs to improve the quality of their provision remains a challenge and the capacity that this requires should not be underestimated. Existing capacity has to be utilised in the most effective way and therefore settings who are graded 'green' may be grouped together and offered joint support. There are also opportunities for 'green' settings to work with 'amber' settings to help them improve their quality, for example, through the established Playworker Exchange Scheme.

For those organisations that manage a number of settings, annual meetings will take place in order to identify levels of support for the coming year. Settings will be expected to share with Ofsted at point of inspection where the Local Authority has graded their provision using this categorisation process, and evidence of Notes of Visits will be expected.

Other local Quality Improvement Initiatives

The Out of School Quality Improvement Strategy links into other programmes being delivered across the city:

1. Inclusion Standards Framework (Out of School Clubs)

This framework is currently in the pilot process and will be rolled out across the city, with an expectation that all OOSCs provide evidence to demonstrate the effectiveness of inclusive practice at their setting. It is hoped that this framework will receive regional endorsement. Evidence gathered from the Childcare Sufficiency Assessment indicated that parents have little confidence in the skills and knowledge of the OOSC sector around disabled children. There is also evidence that the sector is not used to its full advantage by families with disabled children. The Disabled Children's Access To Childcare (DCATCH) initiative has enabled a comprehensive training package to be rolled out to the sector with a focus on specific conditions. There have been exchange programmes to assist in sharing good practice at settings where inclusion has been successful. Taster sessions have been on offer to support relationship building and to encourage parents to sample an OOSC in their area. These aspects of the DCATCH initiative have contributed to improving some areas of inclusion. Through the Inclusion Standards Framework it is anticipated that inclusion across the sector will improve, as areas highlighted in the framework will give OOSCs the opportunity to work towards developing specific aspects of their quality.

2. Taking Play Forward policy: Targeted Organisation Play Support (TOPS) group in conjunction with the Taking Play Forward policy and its 9 Better Play Objectives

The TOPS group brings together key officers, including the OOSDA, who are responsible for supporting play settings. This forum provides an opportunity for key officers to share best practice and share information to help determine the support that is required, against resources that are available.

In 2000, play professionals developed a set of child-centred objectives for play provision, which offers a range of outcomes to help clarify the role that play provision should have in the lives and development of children and young people (National Playing Fields Association, Children's Play Council and PLAYLINK: (2000) Best Play: What play provision should do for children. NPFA).

The **Taking Play Forward** policy adopts these nationally recognised 7 Best Play objectives, which are commended as a framework to show how children benefit from play and quality play services. York has also included two further objectives in line with Ofsted regulations; collectively these objectives are referred to in the policy as the 9 Better Play Objectives, which provide a framework for developing and monitoring the quality of play. Although there is some way to go, the policy outlines clear priorities for the city that are based on the concerns of the sector, children and young people, parents and communities. To ensure that play is high on everyone's agenda and continues to have a strong presence within the City, the policy sets out a plan of action to fulfil these priorities which are as follows:

- *Embedding play in other strategic documents:* So that children's play needs are taken into consideration in all key strategies
- *Raising quality and inclusiveness of play provision:* So that all settings are confident to assess individual need, adapt working practice, and make the young person feel involved
- *Making listening to children and young people commonplace throughout the authority:* So that children's views on play are explicitly acknowledged and reflected in all relevant plans, services and future play provision
- *Setting a new key local indicator for play:* So that all children and young people and communities have access to and are involved in the development of local, safe and freely available quality play experiences that are within easy walking or cycling distance
- *Training to improve skills and quality:* So that each play setting in York will have a workforce trained to the new Playwork standards
- *Supporting risk and challenge in all play activities:* So that settings (including the involvement of parents/carers) can be confident in providing activities that excite and allow children to test boundaries and assess risk for themselves

Please visit the YorOK website at www.yor-ok.org.uk/play to view the Play Team Action Plan.

3. Cultural experiences/Extended Learning Opportunities

There is increasing research and evidence demonstrating the beneficial impact that taking part in of out-of-school activities has for children and young people. Engaging in cultural activities can make a real difference to children and young people, particularly those who are disadvantaged. The most notable changes for children and young people include increased confidence and self-esteem, and having a more positive attitude towards school with improvements in their attendance and attainment. The Extended Learning Opportunities framework is a self-evaluation tool for schools for the quality assurance of learning opportunities for children and young people outside of the school day. The ELO framework approaches self-evaluation as a long-term developmental process to have high quality out-of hours activities which supports learning.

Annual Report

An Annual Report will be prepared at the end of each academic year, to demonstrate the impact of the Quality Improvement Strategy on the progress made by settings in terms of RAG ratings and Ofsted judgements. The Annual Report will be made publicly available on the YorOK website and shared with the Out of School sector.

Conclusion

This Quality Improvement Strategy will be shared widely and with the Out of School sector. The Strategy will be monitored and evaluated through the Annual Report process and updated as necessary.

Further Reading

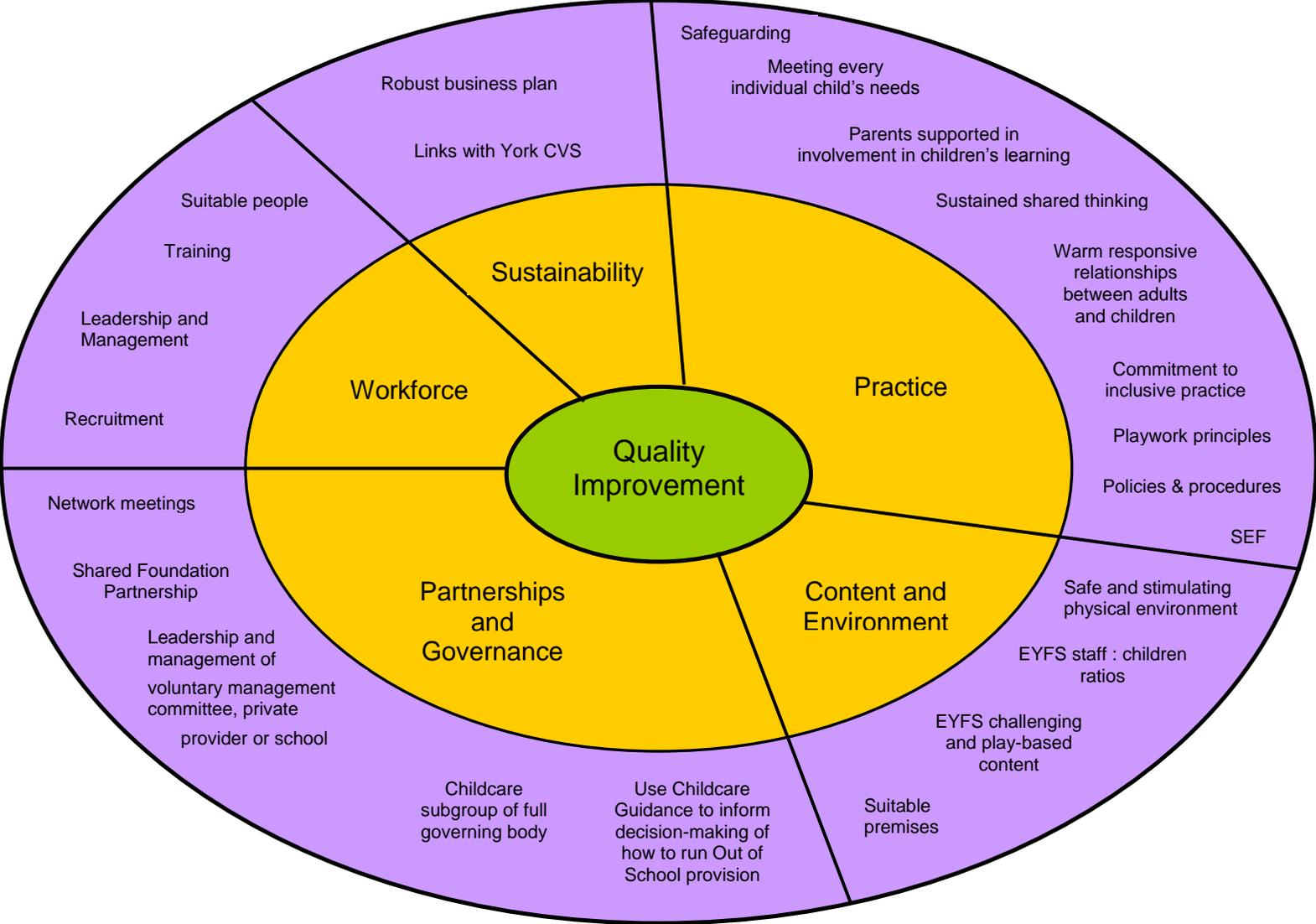
For more advice and support, contact the Childcare Strategy & Business Management Service:

- Barbara Mands, Head of Childcare Strategy & Business Management Service – barbara.mands@york.gov.uk
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Key Elements for Quality Improvement in Out of School Clubs

ANNEX 1



**Quality Assessment of Out of School Provision across
the City of York**

**Joint Report by Barbara Mands, Head of Extended Services
and Kerry Revill, Out of School Development Adviser**

October 2010

Purpose

This report provides a current baseline of Out of School Clubs across the City of York to assess their quality, particularly in terms of how well the statutory welfare requirements are being met. It also proposes recommendations to be included in a new Quality Improvement Strategy for this sector.

Definition of Registered Out of School Provision

Out of School Clubs are defined as childcare which is registered with Ofsted to offer care before and after school and during the holidays. Out of School Clubs cater generally for children aged 4-11 although some offer childcare for children up to 14.

The management structure for Out of School Clubs can differ as follows, depending on the type of provision:

- Managed by a voluntary committee (which may also be a registered charity)
- Be the direct responsibility of school governors under Extended Schools legislation
- Managed by a director(s) as a private company

Where Out of School Clubs are run by Voluntary Management Committees and private companies, the authority can only seek to influence and make recommendations on improving practice to meet Ofsted requirements. Where it is run by school governors under Extended Schools legislation the authority has a greater influence on practice.

Welfare Standards are the legal responsibilities that Ofsted places on registered childcare providers. These cover:

- Safeguarding
- Suitable people
- Suitable premises, environment and equipment
- Organisation
- Documentation

Out of School Clubs are a key provider of childcare under the local authority's statutory duty of having sufficient childcare to meet parental demand.

Background

The Extended Services Unit was established in June 2009 and responsibility for Out of School Clubs was transferred from Early Years to the Unit for children aged 4-11. Of the 50 Out of School Clubs currently in operation, six of these are run by school governors under ES legislation. Approximately 1,325 children attend Out of School Clubs.

As part of the new structure there is an Out of School Development Adviser who provides advice, support and challenge to staff employed within Out of School Clubs and their employers, i.e. School Governors, Headteachers, Voluntary Management Committees or directors.

As an Extended Services Unit we are committed to ensuring that Out of School Clubs in York are of the highest quality, and that where challenge is needed to improve quality for children and families then we will do so. We have high expectations of all Out of School Clubs across the city and are certain that minimum standards should not be accepted as good enough for children and families in York. There is also an expectation that inclusive practice for all vulnerable groups is of a high quality.

To facilitate our vision on high quality, the Out of School Development Adviser works with other advisers supporting schools and Early Years settings to share a common aspiration towards quality improvement, supporting each others' strengths and areas of expertise. Central to improving Out of School Clubs, the service works to form trusting relationships, build capacity, empower, ask difficult questions, and place the leaders of Clubs in a position to consider whether all options for improvement have been explored.

We also acknowledge the value that Steps to Quality has placed in beginning to engage some Clubs and we are committed to continuing to work with the Steps Team to contribute to the improvement of quality.

We embrace the Taking Play Forward policy and the guidance offered to clubs through the Better Play Objectives. These objectives give us an additional quality measure to contribute to the improvement of quality.

Where the Out of School Club is the direct responsibility of school governors, it is vital that the Childcare Strategy and Business Management Service can work with them to ensure they understand the implications for their Section 5 inspection, should their Club not meet the legal requirements. It is important the Headteachers and School Governors understand these implications so as not to impact negatively on inspection judgements for their school.

Through monitoring visits the Extended Services Unit works to ensure the providers take the necessary steps to safeguard and promote the welfare of all children. Where the Extended Services Unit becomes aware of potential safeguarding and welfare breaches that may place children at risk, this information is reviewed as a priority and on a case by case basis between the Head of Extended Services and the Out of School Development Adviser. Further advice would be sought if necessary, from Ofsted and the City of York Safeguarding Children's Board.

To meet our vision of improved quality for Out of School Clubs and target our support more effectively we needed, as a new service, to have a greater understanding about how

well Out of School Clubs were delivering statutory welfare requirements. We therefore commissioned a consultant to carry out a review by visiting a prioritised number of Clubs to rate them as Red, Amber or Green to help establish a baseline of current provision. The review was also intended to identify trends and highlight areas for improvement. A letter was sent to Out of School Clubs to give prior notice of the visit and the reasons for it. The work was carried out from May to September 2010. For those Out of School Clubs who did not receive a visit, the Out of School Development Adviser already had knowledge and understanding of current practice.

Findings

The Annex attached to this report sets out details on the Red, Amber, Green rating given to Clubs by the consultant, their last Ofsted judgement and examples of good practice. (An additional annex is also included to show those schools not receiving a visit as part of the consultant's work but does show our own Red, Amber, Green rating from recent visits.)

The majority of providers welcomed the visit and the support that followed. In a few cases it was difficult to gain access to the provision which demonstrates that some Out of School Clubs work in isolation and do not take full advantage of the support on offer. However, the visit has since highlighted to those Clubs the benefits of working in partnership with the authority.

Some of the visits flagged up immediate areas of concern and these were addressed by the Out of School Development Adviser supporting staff and their employers.

There were many examples of exemplary practice to show the strengths of particular Out of School Clubs in meeting statutory Welfare Standards.

Safeguarding

There were very few issues highlighted with safeguarding which reflects the priority that the Extended Services Unit places on this aspect of the Welfare Standard, in terms of encouraging take-up of training and CRB checks by the Out of School Development Adviser.

Suitable People – Leadership and Management

Leadership and Management is a key area of development, and this has also been recognised nationally by the Children's Workforce Development Council. Where Out of School Clubs have a strong management structure this tended to be reflected in the high quality delivery of provision and the effectiveness of their staff team. Where the management structure is weaker there is a need for more focussed training on leadership and management.

Suitable People – Workforce

In some cases Out of School Clubs were unable to recruit and retain staff which reflects the national picture. Clubs struggle to recruit new staff, particularly those with adequate qualifications, so whilst most Clubs have a relatively low staff turnover, when staff move

out of the sector, sustainability of the Club can be at risk. Most groups contact the service when they have staff vacancies and work with the Family Information Service. However, recruitment of the right staff with appropriate qualifications is becoming increasingly difficult, and again this is also the national picture.

Early Years Foundation Stage

The majority of groups are still struggling to fully meet the requirements imposed by the Early Years Foundation Stage. The areas causing particular difficulty are the requirements to formally record purposeful observations and then use this information to inform planning. The Out of School Development Adviser has arranged for Out of School Clubs to be able to access Early Years Foundation Stage (EYFS) training that is tailored to meet their needs.

It was also found that some groups do not have policies that reflect the changes introduced through the introduction of EYFS. The Out of School Development Adviser has worked with Out of School Clubs to bring policies up to date in line with legislation.

Organisation – Ratios

Some settings do not count their over eight children in the adult:child ratio and in some cases this means that the care given to under eights is diluted. The Extended Services Unit always advocates that adult:child ratios should include over eights and challenges providers who do not follow our advice.

Partnerships

We know that effective and supportive partnership arrangements between schools, clubs and communities, can make a real difference to the quality of childcare provision. If Out of School Clubs feel valued for the service they offer to a school, our findings show this is reflected in the quality of provision. This was evidenced as part of the consultant's findings.

Suitable Premises

The majority of Out of School Clubs are located in premises that are not purpose built. However, findings highlighted that Clubs maximise their use of space in a creative way to meet the needs of children.

Forum

The clubs who regularly attend the Out of School Club network meetings are proactive in identifying and embracing new ways of working. These meetings are held on a half termly basis and are facilitated by the Out of School Development Adviser. Further work needs to be done to engage those Clubs who do not prioritise attendance at the Forum so that they can benefit from opportunities to network and share good practice. Clubs run by schools are also showing an interest in attendance.

Conclusion

There is a lot to be celebrated within the Out of School Clubs across the city where there are many examples of exemplary practice. However, there is the potential to raise their profile further and improve the quality of the Out of School Clubs to ensure there is consistency of approach across the city and have better outcomes for children. Clubs are willing and able to see the benefits of our monitoring visits and take on board any advice, guidance and challenge we pose. However, this does depend on maintaining good relationships between the authority and the providers, and the need to continue building on the historical partnerships that always existed, for example, through the Shared Foundation Partnerships.

Given the context of the current economic climate, capacity to support Clubs will continue to be an issue. However, a more targeted and tiered approach to support will mean the most effective and efficient use of resources is deployed where Clubs are confident to take ownership for improving their own quality, rather than the authority imposing change upon them. Through their continued engagement that improvement will become embedded and sustained.

It is clear that those groups who regularly attend the Network Meetings are fully engaged with the service and also better achieve outcomes at inspection. The opportunity should be taken to strengthen Network meetings to share good and innovative practice and keep updated on legislative changes and guidance. There is also a role for the authority in networking regionally, to influence national thinking and raise the profile of the sector.

Recommendations

- Develop a Quality Improvement Strategy for Out of School Clubs which also builds on existing work with Steps to Quality.
- Develop inclusion standards in line with the Regional Quality Standards award.
- Good Practice – encourage leaders in Clubs to share knowledge on their specialist area and to deliver at future meetings of the Network Forum.
- Deeper questioning, requesting evidence and offering constructive challenge during monitoring visits.
- ‘Team around the setting’ approach – set up six monthly meetings with all partners who advise Out of School Clubs to ensure work is targeted to resolve identified issues and work is not duplicated.
- Use a three stage categorisation approach to prioritising Clubs (based on the Team around the Setting’s knowledge and the Club’s Ofsted grading):
 - *universal*
 - *improvement notice*
 - *targeted approach* – areas of high deprivation

This categorisation approach will determine how often we visit Clubs.

- Development of the Network Forum so that opportunities for bitesize training can be offered along with opportunities to highlight and celebrate good practice.
- Work with the Play Team to ensure the allocation of the Better Play Grants ensuring that these grants used to offer support to resolve issues that are highlighted in this report and through the categorisation process. These grants supported by the Taking Play Forward policy give us a clear strategic drive to improve the quality of play provision.
- Work with York CVS to strengthen support offered to Voluntary Management Committees. Develop a committee guidance pack and ensure committee members have access to business health checks and a full induction in partnership with York CVS.
- Ensure training offered to Clubs is tailored to meet their needs and seek to continually improve on this by monitoring the impact any training programmes have had on practice through visits and monitoring forms.
- Ensure all practitioners at all Clubs complete Disability Equality Duty (DED) Levels 1 & 2.
- Ensure that all Clubs have a commitment to inclusive practice and attend specific training programmes such as Disabled Children's Access To Childcare (DCATCH) or other schemes which become available through National Initiatives and funding.
- Support Clubs to actively encourage a member of the Club to attend Inclusion Coordinator (INCO) training.
- Out of School Development Adviser to identify national and regional opportunities to network with similar type posts to share good practice and act as voice to influence national policy direction.
- In 2008 the government made a commitment to train 4,000 Playworkers nationally. We had begun to see the impact of this in York. This programme has now ceased so the numbers of new staff entering the workforce without qualifications is likely to increase, unless additional funding can be accessed. The Out of School Development Adviser to keep representation on the Early Years and Extended Schools Training Group to continue to prioritise training for Playworkers wherever possible.

The limited resources around staffing capacity must be acknowledged in taking this agenda forward and to carry out the recommendations contained within this report.

Quality Improvement Support Programme

Categorisation of Out of School provision

Introduction and rationale:

The Childcare Strategy & Business Management Service is committed to improving the quality of out of school provision in York. We expect that all settings will be working to achieve Good or Outstanding and that Satisfactory is not good enough.

This expectation we place on Out of School providers is complemented by an offer of support that is determined through a clear and transparent categorisation process.

We recognise and value that all Out of School Clubs (OOSCs) operate in a range of contexts, in different circumstances and under different management structures. The Out of School Support Adviser will offer support, advice and challenge to settings, and use the categorisation process to match the level of support offered through the Childcare Strategy & Business Management Service and any other professional partners to the needs of the setting.

Categorisation and levels of support:

The process of categorising OOSCs reflects the progress a setting is making against a range of quality criteria, primarily including the Ofsted Welfare requirements, but also any other local information from partners that may contribute to or show a development need in terms of the progress a setting makes.

The information and evidence gathered will enable the Out of School Support Adviser to deliver appropriately targeted support alongside other professionals who support the setting if appropriate.

Process used to support the categorisation of clubs:

To enable smart working arrangements, settings will be categorised on a rolling programme building on the baseline assessment carried out by and external consultant in 2010 and the Out of School Support Adviser. The Extended Services Unit has a current view of where all settings are and will begin rolling out the categorisation process from May 2011. Prior to each categorisation visit, information from other professionals will be sought using a virtual 'Team around the Setting' approach.

The categorisation visit is driven by the data held about the quality of the setting, the previous support offered, and the existing information gathered that is fed into the note of visit (see Appendix 1 for an example). The categorisation process does not take away the obligation of the team to react and respond to any serious concerns that are raised about a setting.

The process for categorising a setting uses a Red, Amber or Green system, and each one of these has an offer of support attached to it (see Appendix 2).

- Settings rated as Green will be deemed to require the Universal offer of support.
- Settings rated as Amber will be deemed to require the Targeted offer of support.
- Settings rated as Red will be deemed to require the Intensive offer of support.

The criteria used for categorisation is explained in Appendix 3.

There is no time limit applied once a setting is categorised, e.g. we would support a setting rated as Red to work quickly and effectively to be able to demonstrate that they can progress through the process, with a view to achieving Amber and then Green.

Action Plans

For those settings requiring Intensive or Targeted support, the Out of School Support Adviser will work with the setting to develop a focused improvement plan. This will identify the focus of quality improvement work over the course of the year. For those settings requiring either an Intensive or Targeted level of support, the action plan will relate to the areas identified as requiring attention in the categorisation criteria. These will be referenced to relevant elements of the Early Years Foundation Stage (EYFS) Welfare requirements.

Settings rated Green and deemed to require Universal support will be expected to continue to use their SEF effectively as a tool to demonstrate their commitment to continuous improvement.

Sharing of Categorisation

After the Out of School Support Adviser has met with the setting to decide when they will be categorised, the setting manager will be sent a letter confirming the judgement and the level of support the setting will receive.

Where necessary, an agreed Focused Improvement Plan devised by the setting and the Out of School Support Adviser will also be sent to the setting, and it is strongly recommended that this is shared with the owner/management committee and practitioners within the setting.

The Childcare Strategy & Business Management Service will not share the category of one setting with any other setting without the permission of the setting to do so. The Out of School Support Adviser will share the category of each setting with the Head of Childcare Strategy & Business Management Service and other professional colleagues, where doing so will support the setting with their focused improvement plan.

New Settings

Newly registered provision will be visited 3 months after registration and supported according to need as defined by the criteria above.

Settings on the voluntary childcare register will receive information and signposting to support and training.

Annual Conversations

Annual conversations will be held with line managers of organisations that manage more than one out of school club. This will enable the Out of School Support Advisor to ensure that managers are aware of the actions raised and any common themes that arise from categorisation visits to their clubs.



ACADEMIC YEAR 2011–201

Childcare Strategy & Business Management Service: Note of Visit

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Name of Setting:	
Adviser:	Date:
People Seen:	Length of Visit:
'RAG' Rating:	Rationale for rating setting:

Context
Purpose of Visit
Activity since last visit and impact of recommendations
Summary and outcomes of current visit Action Points
Key Findings
Further advice/ support / training
Date of next visit (if applicable):
Level of support required:

Copies to:	Actions
Manager	
Committee/Headteacher copy	
Head of Childcare Strategy & Business Management Service	Barbara Mands

Levels of support – Out of School Clubs

To determine the level of support across all Out of School Club (OOSC) provision, the Childcare Strategy & Business Management Service uses a transparent categorisation process. From this categorisation process we can establish an agreed level of support for settings and use the ‘team around the setting’ approach.

We will use clear quality criteria to move us forward from the baseline established by Linda Bagnall’s work. This criteria will enable us to identify levels of support given to settings in one of three ways: Intensive, Targeted or Universal support.

The purpose of using a categorisation process is to match and target levels of support based on the needs of the setting.

The offers of support below explain the involvement and activities by the Out of School Support Adviser and other professional colleagues (where applicable) for each of the levels of support.

The Childcare Strategy & Business Management Service has high expectations for all out of school settings and the minimum standards are not accepted as good enough. We expect all settings to be committed to working towards Good or Outstanding.

Universal
The universal offer will be accessible to all settings and will encompass a range of opportunities that may be led, facilitated or mediated through the Out of School Support Adviser (OOSSA).
Activities: these activities form the universal offer. <ul style="list-style-type: none">• Visits by the OOSSA to ensure compliance with the statutory requirements, with at least 9 months between visits.• Visits by the Access and Inclusion officer to support compliance with DDA/DED.• Training for practitioners.• OOSC network meetings facilitated by the OOSSA to discuss best practice and offer access to required training; these take place every 6 weeks.• Access to the Steps to Quality Scheme and mentoring schemes.• Access to the OOSC website providing updates and materials.• OOSSA support for settings to make improvements through the SEF process.• Signposting to other relevant support bodies such as York CVS and York Community Accounting Scheme where applicable.• Groups rated Green will be grouped together for support and sharing of good practice.

Targeted

The targeted support could be triggered by a request from the setting or in response to a visit by the OOSSA or colleagues. In this instance the OOSSA and colleagues would work to use the 'team around the setting' approach to work closely with the setting, to ensure there is a shared understanding and commitment to improved outcomes for children and families.

Activities: the following activities, in addition to what is offered through universal support, form the targeted offer.

- Regular visits from the OOSSA with shorter intervals between visits and more time spent within the setting.
- Joint development of a focussed improvement plan.
- Observation of sessions with agreed actions as a result.
- Access to the Playworker Exchange programme.
- Visits to other settings with the OOSSA to view good practice examples that can feed into the agreed improvement plan.
- Support to develop an improvement plan as a result of the SEF.

Intensive

The intensive support could be triggered, for example: by an inadequate Ofsted inspection; parental complaints or a particularly challenging context such as a newly registered provision; high staff turnover; or inadequate action taken following the implementation of an improvement plan.

Activities: the following activities, in addition to what is offered through universal and targeted support, form the intensive offer.

- Setting a planned timescale in response to required actions / improvement.
- Frequent visits.
- Planned review of the setting with follow-up of focused improvement plans.

The above levels of support/action do not replace the responsibility placed on the Local Authority to make referrals to Ofsted or the City of York Safeguarding Children's Board in relation to concerns about the provision.

Appendix 3

Evidence criteria

Quality criteria for settings rated Red and requiring intensive support
No SEF or other evidence of reflective practice: <ul style="list-style-type: none"> No commitment to completing the SEF or any other Self Evaluation Process Setting hasn't moved forward from actions/issues on previous note of visit
Setting requests intensive support to resolve issues that are affecting the smooth running of the setting such as: <ul style="list-style-type: none"> Staff conflict Setting struggling to grasp an understanding of observation and planning requirements Breakdown in any partnership arrangements
No Keyperson System in place .
No record keeping in place for Early Years (EY) children such as observations, planning and achievements.
No evidence of record sharing for EY children with parents/carers and primary setting, for example: <ul style="list-style-type: none"> No copies of letters/emails sent to primary setting to discuss record sharing Parents are refused access to their children's records/ or are not given the information that will prompt them to ask to look at their children's records
Evidence of serious breaches of compliance with welfare requirements and or safeguarding regulations, that need immediate intervention to ensure children's safety, * for example: <ul style="list-style-type: none"> No policies in place Staff CRB information is not on site Premises are not secure, e.g. adviser entered the setting without challenge, children are able to leave unsupervised Staff have not received appropriate training to administer emergency medication The setting insurance has expired The setting does not meet the adult:child ratio requirements No first aid trained staff in the setting Any other issue that the adviser deems to put children at immediate risk
Significant issues with management, leadership or ownership: <ul style="list-style-type: none"> Regular changes in management of group Failure by manager to engage and react to recommendations made by the adviser
No evidence of training take-up: <ul style="list-style-type: none"> Setting staff have not accessed any statutory training such as first aid, food hygiene, safeguarding, etc in the past 12 months
Staffing concerns in relation to high staff turnover, low qualifications and staff ratios: <ul style="list-style-type: none"> High level of unqualified staff members Setting does not meet the qualification requirements as detailed in the EYFS Statutory Framework Setting has no training plan in place to support staff who are unqualified to achieve a relevant qualification at level 2. High turnover of staff at a senior level
Concerns in relation to recruitment practices <ul style="list-style-type: none"> No recruitment policy and processes in place Potential breach of employment law, putting trustees/organisation at risk. Setting have not had any response to adverts.
Poor/ No attendance at network meetings: <ul style="list-style-type: none"> Group have not attended any network meetings in the last 4 months (3 meetings)
Concerns about the setting's sustainability from the management committee/York CVS/school: <ul style="list-style-type: none"> Setting contacts Local Authority to ask for financial support Annual accounts show loss for year Setting has seen a drop in occupancy
Refusing a disabled child access to the setting, without attempting to make reasonable adjustments *
No contact with support agencies such as York CVS, YCAS etc (only applicable to settings run by a VMC)
Inadequate Ofsted *

* Limiting outcome. If any of these are evident the setting will immediately be rated red, irrespective of the grades given for the other criteria. If an adviser identifies a setting as having three or more other red criteria, they will be rated red and deemed to require intensive support.

Quality criteria for settings rated Amber and requiring targeted support
SEF started with some evidence of reflective practice: <ul style="list-style-type: none"> • Setting has begun to complete and are committed to completing SEF • Setting demonstrates ability to reflect on their practice and make changes that benefit the children
Setting requesting some support to develop their practice to improve running of the setting, such as: <ul style="list-style-type: none"> • Revising policies and procedures
Some records of observation, planning of achievement, although this is not always effective and purposeful.
Some evidence of record sharing for EY children with parents/carers and primary setting: <ul style="list-style-type: none"> • Children's records are readily available for parents to access • Setting has record/minutes of meetings with primary setting
Evidence of some breaches of compliance with welfare requirements and or safeguarding regulations, but children are not at immediate risk from harm. For example: <ul style="list-style-type: none"> • No complaints procedure in place • No missing child policy in place • Any other issue that the adviser deems to be a breach of a requirements but children are not at immediate risk, as the issue can be resolved before the next session.
Some issues with management, leadership or ownership: <ul style="list-style-type: none"> • Staff not deployed effectively during the sessions • Group needs support to ensure recommendations made by adviser are acted upon • Appraisal and supervision system for staff is not consistently maintained
Some evidence of training take-up, or it is the same staff member attending all training: <ul style="list-style-type: none"> • Staff have attended statutory training but make very little attempt to access any training aimed to improve the practice of their provision • Same staff member attends training • Setting attends training but there is no evidence of changes to practice as a result of the training
Some staffing concerns in relation to turnover, qualifications and staff ratios: <ul style="list-style-type: none"> • Setting meets qualification requirements, but should a staff member leave they will be at risk of not meeting requirements • Turnover high in relation to Playwork staff • Setting does not count over eight children in ratio and has no risk assessment in place to ensure this does not affect the care of the younger children
Some concern in relation to recruitment practices <ul style="list-style-type: none"> • Some policies and procedures in place, may need updating to reflect current legislation • Setting request some support to enable them to recruit new staff
Limited attendance at network meetings: <ul style="list-style-type: none"> • Setting sporadically attends network meetings.
Some concerns about sustainability: <ul style="list-style-type: none"> • Setting contacts Local Authority/York CVS regarding budget planning/business plan • Setting increases fees as it is struggling to cover overheads • Setting closes holiday provision
Asked for support to make reasonable adjustments to include a disabled child into the setting, but are struggling to manage.
Some contact with support agencies such as York CVS, YCAS etc (only applicable to settings run by a VMC) and need support to act on their advice.
Satisfactory Ofsted.

If an adviser identifies a setting as having three or more amber criteria, they will be rated amber and deemed to require targeted support. However, if a setting has three red criteria they will be rated red as explained previously.

Quality criteria for settings rated Green and requiring universal support
Completed SEF and evidence of reflective practice: <ul style="list-style-type: none"> SEF shows setting's commitment to improving the quality of their provision SEF shows evidence of contribution from children, staff and parents Setting has some areas for development but these are recognised through the SEF or reflective practice and steps are in place to resolve them
Good evidence of record sharing for EY children with parents/carers and primary setting: <ul style="list-style-type: none"> Children's records are readily available for parents to access Setting has record/minutes of meetings with primary setting Setting has good systems in place to share information between settings, to ensure that children's individual needs can be met effectively
Setting complies and fully understands the EYFS requirements and has completed welfare requirements audit: <ul style="list-style-type: none"> All policies and procedures are in place and are reviewed regularly to ensure they reflect practice
No issues with management, leadership or ownership: <ul style="list-style-type: none"> Staff are deployed effectively Manager implements any actions issued by adviser Manager leads by example and monitors staff performance through supervision and appraisal systems
Evidence of training take-up with all staff accessing training for their CPD: <ul style="list-style-type: none"> Impact of training attended by staff team is evident in the setting Staff have clear training plans in place All staff access a range of training courses and cascade this back to their colleagues
Few/no staffing concerns in relation to turnover, qualifications and staff ratios: <ul style="list-style-type: none"> Setting has an established staff team Staffing meets or exceeds qualification requirements Setting counts over eights children in total numbers of children
Good recruitment policies and procedures in place <ul style="list-style-type: none"> Quality of adverts sent to FIS are good Setting is successful in recruiting staff Setting contacts us for support, but has good policies and procedures in place that reflect current thinking.
Regular attendance at network meetings: <ul style="list-style-type: none"> Setting attends most or all network meetings
No/little concern about sustainability: <ul style="list-style-type: none"> Occupancy levels at the setting cover the overheads Setting has a business plan/budget that is realistic and setting is effective at managing the finances
Have successfully made reasonable adjustments to include a disabled child.
Contact with support agencies such as York CVS, YCAS etc (only applicable to groups run by a VMC) and act on their advice.
Good or Outstanding Ofsted.

A setting that matches mostly green criteria will be deemed to require universal support.

Please note:

- Newly registered provision will be visited 3 months after registration and supported according to need as defined by the criteria above.
- Settings on the voluntary childcare register will receive information and signposting to support and training.

The Childcare Strategy & Business Management Service has high expectations for all out of school settings and the minimum standards are not accepted as good enough. We expect all settings to be committed to working towards Good or Outstanding.