



Brook Babes-Bramham Out Of School Club

Inspection report for early years provision

Unique Reference Number	EY321134
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Inspector	Jacqueline Patricia Walter
Setting Address	Bramham Primary School, Bramham Road, Clifford, WETHERBY, West Yorkshire, LS23 6JQ
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Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Brook Babes-Bramham Out of School Club is one of a chain of privately owned childcare provisions. It provides both before and after school care. It opened in 2006 and operates from a classroom within Bramham Primary School, which is situated in the village of Clifford, in West Yorkshire. A maximum of 20 children may attend the club at any one time. The club is open each week day from 07.30 to 09.00 hours and from 15.15 to 18.00 hours, during term time only. The children have access to two secure enclosed outdoor areas.

There are currently 16 children aged from four to 12 years on roll. Children attend from schools in the surrounding area.

The provision employs three staff. Two of the staff, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners are active in following current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, staff follow good procedures, such as wiping tables before and after meals and engage in other good routines, such as following written a daily cleaning rota after children have left. They have a first aid kit, which is appropriately stocked and regularly replenished, obtain written permission from parents to seek emergency advice and treatment regarding the children, and two out of their three staff are qualified in first aid. This means that children can receive emergency treatment at any time. Staff implement a suitable sickness policy, which helps to prevent the spread of infection and children are able to receive medication safely. In addition to this, detailed accident records are shared appropriately with parents, which means consistency and continuity in care can be upheld.

Children are very well nourished through staff providing healthy and nutritious hot meals and snacks. For example, stews, cauliflower cheese, fish cakes and jam roly-poly are all enjoyed. Special dietary needs and wishes are fully taken account of, and although staff have not completed any formal food hygiene training, they are vigilant in following very good procedures that are cascaded down through in-service training. For example, they wash their hands, ensure all food is probed in order to serve at the correct temperature, and hold records of all the temperatures recorded. Children are gaining a very good understanding about healthy living and eating. They participate in activities such as writing about their favourite healthy food and designing posters that remind them of the need to drink. They also have independent access to fresh fruit and drinks. As a result they know what is healthy food and why they should eat it.

Children have good opportunities to enjoy and develop their physical skills both inside and outside the setting. They are able to independently access the immediate outdoor area and enjoy quieter activities, for example, playing with wooden blocks. They also have supervised access to the school playground and field where they enjoy physical team games, such as cricket and football, and develop their individual skills on the fixed adventure playground equipment. Children discuss the need for exercise with the staff and are often encouraged to play outside. As a result they know what to do to stay fit and healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for very well in this secure and safe environment. The staff take very positive steps to minimise risks in the physical environment of accidental injury. For example, they conduct very detailed risks assessments and implement daily checks on both the inside and outside of the premises, as well as the activities that the children engage in. Staff ensure appropriate fire safety precautions are implemented, which helps keep the children safe from the risks of fire. For example, fire exits are kept clear, there are clearly defined evacuations procedures in place, which are regularly practised and displayed at the children's level.

Children's understanding and learning in keeping themselves safe is very good. Staff talk to them about safety both inside and outside of the setting, they participate in practising evacuation procedures and engage in activities that remind them of how to be safe. In addition to this, they design and make posters depicting areas that are out of bounds. As a result they are confidently aware of the rules and requirements of the setting. For example, they are aware of the imaginary boundaries in the outdoor area and what to do in the case of a fire.

Staff provide a warm and welcoming environment. Children are warmly welcomed by staff as they arrive and are fully supervised at all times. They have independent and safe access to all indoor, and most of the outdoor areas of play, and can safely and independently access most of their toys and equipment from a range of low-level cupboards and shelves. Photographs of their activities and their work are attractively displayed, which in turn helps to build their confidence, feel safe and develop a secure sense of belonging.

Helping children achieve well and enjoy what they do

The provision is good.

Children are developing good confidence and self-esteem. They are happy, settle quickly and use their initiative well. For example, after engaging in a small homework session, they are confident and independent in choosing from various activities, such as designing welcome notices, using their imagination with action figures or enjoying a game of football in the outside play area.

Children acquire new knowledge and skills through an appropriate and stimulating range of toys and equipment. They have access to puzzles, books and board games and staff plan a suitable range of focussed activities that are appropriate for their ages and cover all areas of play. For example, children make three dimensional models, participate in craft activities as part of a Halloween celebration, design safety posters and engage in group activities where they discuss and make displays of well known places, such as the seaside. As a result children are interested in their activities, motivated and busy at all times.

Children have very warm, friendly positive relationships with both staff and their peers. Children play well together, giving each other help and support. For example, when reading homework books together they help each other in deciphering their words. They are learning to take turns and are willing to share ideas and imagination in their role play games. Staff are interested in the children and continually interact, discuss interests and play at their level. They listen to and value what the children are saying and as a result children are happy to approach staff and are confident in communicating their wants and needs. For example, after staff spend considerable amount of time and effort explaining and sorting out an issue encouraging children to share a particular piece of equipment, children confidently inform staff they do not want to use the equipment any more.

Helping children make a positive contribution

The provision is good.

Both children and staff are polite and respectful to each other and as a result the children play very well together most of the time. Younger children are learning to distinguish between right and wrong and are developing a good understanding of responsible behaviour through the good support from staff, who consistently use methods that are sensitive and age appropriate. For example, in addition to discussing and devising guidance with children regarding their expected behaviour, staff encourage children to share and take turns by listening to their individual issues, discussing their feelings, and encouraging negotiation, such as each using specific lengths of time on the computer.

Professional and very friendly partnerships are in place with parents. Staff gather good information and work willingly with parents, which ensures that children's individual and special needs are successfully met. Information on children's care and development is shared appropriately through daily discussions and information on the setting is shared extremely well. For example, parents have access to a prospectus, regular newsletters, a welcoming pack which includes written policies, a policy file and a prominent notice board which displays certificates and children's play plans. This helps to ensure very good continuity and consistency in the children's overall care.

Children are able to develop a limited understanding of diversity of the wider world through access to an small selection of resources and activities that promote positive images. For example, books and puzzles that promote positive images of culture are available for them to choose from. In addition to this, they have some opportunities to participate in planned art and craft activities that create awareness of festivals, religions and features of the wider world, and this gives them some experiences in which to develop a sense of belonging and awareness of their environment.

Organisation

The organisation is good.

There are robust procedures in place which ensure that staff are appropriately recruited, vetted and have suitable qualifications and experience. For example, recruitment procedures ensure that staff who hold supervisory positions all have Level 3 qualifications, that all staff undergo appropriate criminal record checks and complete health questionnaires as part of the application process. In addition, staff sign records to acknowledge they have undergone an induction course and are fully aware of the policies and procedures of the setting. This means that children are appropriately protected and cared for.

Staff are fully aware of their roles and responsibilities. The adult-child ratio positively supports children's care and learning. For example, staff are currently implementing a one adult to five children ratio, instead of the one adult to eight children required by the National Standards. This means that where only two staff are legally required they have an extra member of staff available to support the children. Space and resources are effectively organised to enable children to be independent and make choices, and all policies and procedures are in place, professionally present, maintained and stored appropriately.

Practitioners have a high regard for the well-being of all children and this benefits the overall care and development of children. They revisit and update their knowledge of childcare by completing further training and evaluate their practice and the provision at monthly staff meetings. For example, some staff have just revisited child protection training and some are starting to extend their knowledge through attending specific training in play work.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop further opportunities and experiences that enable children to gain awareness and understanding of the diversity of the wider world.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk