



## Brook Babes Out Of School

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY321306   |
| <b>Inspection date</b>         | 06 February 2007   |
| <b>Inspector</b>               | Jacqueline Patricia Walter   |
| <b>Setting Address</b>         | The Bungalow, Primrose Lane Primary School, Westwood Way, Boston Spa, Wetherby, West Yorkshire, LS23 6DX |
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| <b>Registered person</b>       | Jane Louise Hussey   |
| <b>Type of inspection</b>      | Childcare  |
| <b>Type of care</b>            | 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](http://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 Out of School is one of a chain of privately owned provisions that offer day care and out of school care. It opened in 2006 and offers out of school care only. The provision operates from three rooms within a converted building, sited within Primrose Lane Primary School, which is situated in the village of Boston Spa, near Leeds. A maximum of 26 children may attend the provision at any one time. It is open each week day from 07.30 to 09.00 and 15.00 to 18.00 term time, and from 07.30 to 18.00 during school holidays and teacher training days. The children share access to a enclosed outdoor area.

There are currently 55 children aged from 4 to 12 years on roll. Children attend from the surrounding areas. The provision currently supports children with learning difficulties and disabilities. They also support children who speak English as an additional language.

The provision employs six staff. Four staff including the manager hold appropriate early years qualifications. One member of staff is working towards a Level 3 qualification.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children are very well nourished through staff providing healthy and nutritious meals and snacks. For example, they provide cereals for the morning session and hot meals for the evening session, such as bolognese, chicken korma, roast beef and jam roly-poly. They are developing a good understanding of healthy eating through activities, such as helping to prepare some meals. For example, pizzas and they have access at all times to a large bowl of fruit for their snacks and desserts. Individual dietary needs and wishes are very successfully met through staff and parents working effectively together. For example, staff provide alternative meals for vegetarians and avoid foods that cause any allergic reactions, when required. Some meals are transported from the main nursery site and staff follow good practice, which is obtained from the environmental health department. For example, they probe and record all the food temperatures to ensure meals are safe for children to eat. Those who currently prepare meals have completed detailed food safety training and all other staff are in the process of completing the training as well. This means that children are able to receive food that is prepared, cooked and transported safely and appropriately. Children are given regular drinks through out the session. They are made available at mealtimes and children know they can have a drink at any time by accessing them independently from a jug of juice, which is available on a low table.

Children have good opportunities to enjoy, practice and extend their physical skills both inside and outside the setting. They engage in large floor games and enjoy participating in special activities, such as enjoying dancing and movement sessions with a professional entertainer. They have access to a suitable range of outdoor equipment and have opportunities to play in an outdoor area on most days. Here they engage in football games, hide and seek and other team games. Children who attend in the school holidays are also able to visit local parks and use larger swings and climbing apparatus, in addition to the local skateboarding facilities. This helps them to develop their balancing and gross motor skills.

Children stay healthy because practitioners are active in following current and appropriate environmental health and hygiene guidelines, policies and procedures. Their individual health requirements are successfully met. For example, good medication procedures allow them to receive long term medication safely and regularly. Records of accidents are appropriately held and parents also sign these to ensure they are fully informed of the accident and what treatment has been administered. Children are developing a good awareness and understanding of simple good health and hygiene practice. For example, they discuss on an individual basis about the importance of eating healthy food and they are reminded of good practice through posters and rhymes that are displayed throughout the setting. They are also familiar with routines, such as washing their hands before eating their meals. As a result, they are confident in knowing why they need to wash their hands and eat healthy food.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Overall children are cared for well in a welcoming secure and safe environment. Staff take positive steps inside the setting to minimise risks, such as making the low glass safe by fitting protective safety film to low windows. They conduct and review written risks assessments on the premises and as a result of this complete and record daily checks, in order to minimise the identified risks. This means children can access all areas of the setting safely. Staff also take some positive steps to minimise risks in the outdoor play area. For example, they defined the boundaries in which children can play, and have discussed these with the children so they are fully aware of where they can go. They are also vigilant in supervising the children when using this area at all times. However, due to staff currently being in negotiation with the school regarding additional fencing and the difficulties involved with parents accessing the setting and collecting children at differing times, they do not always use the padlock that is fitted on the gate. This results in the possibility of children being able to leave the premises unsupervised and of unwelcome visitors accessing the outdoor play area.

Space is safely, effectively and creatively set out and supervised. For example, quiet areas are available for homework and role play and messy areas are defined using different rooms and furniture. Staff deploy themselves well in all play areas, which means children are able to confidently and safely use all rooms and areas of play. The organisation of resources is effective and although the labelling system on the range of low level shelves and boxes is currently being replaced, children can safely access them and know they can ask for help if they cannot reach or find the equipment they want. In addition to this, staff implement appropriate procedures to ensure equipment and resources are safe and clean for children, which means children can access and play with toys and resources safely.

Children are kept very safe on outings as a result of appropriate operational procedures in place, of which the staff are fully aware. For example, staff take a mobile phone and a first aid kit with them when outside the setting and on most occasions encourage children to wear reflective wrist bands when walking. They are aware of procedures to follow should a child be missing and conduct written risk assessments on activities and outings, such as group bike rides and visits to local tourist attractions. In addition to this, they encourage children to have a good understanding of keeping themselves safe through discussion, by encouraging them to devise rules regarding safety and through themed art and craft activities. For example, children recently enjoyed creating an interactive display regarding the Green Cross Code. As a result, children are developing a good understanding of safety and are familiar with safety rules they should follow and why they are important.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are very involved and interested in the activities available. They are quick to settle when entering the premises and independent and confident in choosing their own activities. For example, they immediately start to use resources, such as a computer to help them with their homework, whilst others quickly form groups to engage in large physical floor games. They use their initiative well. For example, children that engage in making dens independently

access various materials from different areas of the setting. They are also proud of their work and very happy to show and discuss their work with staff and other visiting adults.

Children are confidently acquiring new knowledge and skills through staff providing a broad range of stimulating activities, toys and equipment. All the staff are involved in planning a range of activities that cover all areas of play and children are invited to note any ideas and suggestions for staff to be aware of and consider implementing. For example, children request and participate in baking activities, they devise and design interactive displays for the setting and participate in activities, such as digging and planting in the outside area. As a result, they are motivated and interested in their activities.

Children have very positive and friendly relationships with both staff and their peers. Staff listen to and value what the children are saying and know the children well and sensitively support their needs in a friendly but assertive manner. As a result, children respond well. The staff engage in good interaction, they talk about the children's interests with them and challenge children's learning well by using methods, such as open ended questions. They are also beginning to evaluate the activities the children do and make notes on how children's learning and understanding can be further developed. Children are confident in approaching staff and welcome ideas and suggestions that help, support and extend their play.

### **Helping children make a positive contribution**

The provision is good.

Children receive good support in managing their behaviour. For example, staff help children by explaining what is not acceptable behaviour and why. They encourage children to take on responsibilities. For example, by helping to tidy up the setting and by reinforcing good behaviour with lots of praise and encouragement. Staff also support children's behaviour management by including them in devising the rules for the expected behaviour within the setting. As a result, children are developing a good understanding of responsible behaviour, they behave very well and are beginning to develop respect for other people.

Children are all involved and fully included. For example, meals are saved for those that arrive late and checklists are made to ensure all children are able to participate in the activities. For example, when tadpole feeding. They are able to develop a good sense of belonging and awareness of their local environment through stimulating trips and outings to their local skateboarding park, swimming pool and local attractions, such as Tropical World. They are also able to gain an appropriate understanding on the diversity of the wider world through a suitable selection of resources and activities that promote positive images. For example, they have access to a few cultural dressing up clothes, one or two books that reflect positive images and some musical instruments from different countries. In addition to this, children are able to engage in art and craft activities that highlight awareness of festivals and celebrations, such as Halloween and Chinese New Year.

Overall good, professional and friendly relationships are in place with parents. Staff work well with parents and gather good information through both discussion and documentation on the children. For example, their likes, dislikes and health history. This ensure the children's individual needs are successfully met. Information on the setting is shared well through systems, such as

a notice board that provides general information, photographs to identify staff, along with first aid, registration and insurance certificates. Staff also make available regular news letters that keep parents up to date with current activities and information. As well as this, parents have access to policies and procedures and they are welcomed into the setting for initial visits. However, although staff are aware of current legislation regarding dealing with complaints, the written policy and procedures do not reflect current legislation and as a result parents are not fully aware of the procedures that should be followed should they wish to raise a formal concern or complaint. Information on the children's development is shared appropriately through discussions at the beginning and end of sessions. This helps to ensure continuity and consistency in the children's overall care and learning.

## **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 staff are fully aware of their roles and responsibilities and children are appropriately protected and cared for.

The adult:child ratio positively supports children's care and learning. For example, staff are currently implementing a one adult to six children ratio, instead of the one adult to eight children required by the National Standards. This means that where only three staff are legally required they have an extra member of staff available to support the children. Space and resources are effectively and creatively organised to enable children to be independent and make choices, and time is effectively used and organised with a balance of adult led activities being provided as well as staff actively following the children's lead and interests. Almost all policies and procedures are up to date and in place, with exception of staff attendance records, which are incomplete on very rare occasions. All documentation is maintained, easily accessible and stored appropriately.

The staff have a good regard for the well-being of all children and this benefits the overall care and development of the children. They revisit and update their knowledge of childcare by evaluating their practice and self development through annual appraisals and by completing further training at monthly staff meetings. For example, all staff have revisited Child Protection training and are extending their knowledge through attending specific training modules in Food Safety training.

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):

- ensure children cannot leave the premises unsupervised
- ensure the complaints procedure reflects current legislation and share this information with parents.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)