

# Bude After School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY341958
<b>Inspection date</b>	17 July 2007
<b>Inspector</b>	Michael Collins
<b>Setting Address</b>	United Reform Church, Killerton Road, Bude, Cornwall, EX23 8EL
<b>Telephone number</b>	07778 553 416
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<b>Registered person</b>	Bude After School Club
<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?

Bude After School Club has been operating since 1997 and has been registered at its current location since 2006. It operates from two rooms in a church hall within small seaside town of Bude. The group is a registered charity and managed by a board of trustees made up of parents and interested others. This is one of two registrations held by the organisation, the other being for their holiday scheme which operates from the local school. The provision serves the local area and adjacent villages. There are currently 135 children from four-years-old to 18-years-old on roll. The setting opens from 15.00 to 18.00, Monday to Friday during term times only. There are five members of staff employed to work with the children, three of whom have appropriate early years qualifications. Children are collected from Bude Infant and Junior Schools and from Stratton Primary School. Older children from Budehaven Community School are able to walk to the setting. The group are members of 4children and receive support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children take part in a good range of planned activities which promote their physical development. There is a good amount of space within the setting for physical play, should the weather be inclement, and staff and children make good use of a local play park. Children particularly enjoy playing 'kick the can', football, and using large play equipment such as the swings and the climbing frame, and their growing understanding that exercise contributes to their being healthy is apparent.

Children's health is actively supported by caring and skilled staff, who understand their roles and responsibilities. The staff team support and encourage children to be independent in their personal hygiene, with gentle reminders and hints about hand washing. The children's obvious understanding of why they must wash their hands minimises the risk of cross-infection. To further support children in 'being healthy', and to reassure parents that their children are cared for as they would wish, there is always a member of staff on duty who holds a recognised first aid qualification, and the staff team are aware of their roles should an accident happen, or should a child fall ill.

Children's dietary needs are met well by the setting and a good variety of tasty and healthy snacks such as fruit and wholemeal toast are provided. Children also take part in cooking activities where they are able to explore food from their own and other cultures. Written records of need are kept and acted upon by the staff, for example, by avoiding certain foods because of allergies or preference. A variety of hot and cold drinks are provided, depending on the child and the parent's choice, and fresh drinking water is available at all times. Thus ensuring that children's fluid levels are appropriately maintained throughout the session.

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

The provision is satisfactory.

Children are cared for in a safe and secure environment. The staff have created a warm and welcoming atmosphere that is appreciated by parents and children. Although, the current inability to display children's artwork, and other endeavours, limits opportunities to promote the children's self-esteem, or, celebrate their achievements and successes. Good use of risk assessments and vigilant supervision by staff, helps to minimise risks, and enables children to move around the setting with confidence and safety. However, whilst the setting has adequate contingency plans to telephone out in the event of an emergency, current problems with the mobile telephone used, does not ensure that parents are able to telephone into the setting, thus hampering effective two-way communication.

Children make their own choices from an adequate selection of resources which are accessible. Staff regularly check and clean equipment to ensure that is safe and suitable for use. Children are learning to keep themselves and others safe and are able to discuss a variety of safety issues with understanding. For example, why they should act sensibly near roads, why they should be careful with equipment, and why they should listen to the adults for instructions.

The setting promotes and safeguards children's welfare by maintaining the majority of required policies and procedures in place. For example, as well as first aid qualifications, staff hold food

hygiene certificates, and also have a good working knowledge of child protection policies and procedures.

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

The provision is good.

A good selection of activities are planned at the setting with children arriving happily and settling quickly. Children actively contribute to the planning and their wishes and desires are listened to and treated seriously. For example, the children have established their own music club on a Wednesday. Staff take an appropriately flexible approach to their planning and have achieved a good balance of both adult and child led activities. This open and co-operative stance means that children know and understand they are able to negotiate changes to activities. For instance, they will request to visit a local play park, because they know that such reasonable requests will be met by staff when possible.

The warm, caring and consistent relationships developed by staff fosters the children's trust and enhances their sense of well-being. These relationships result in good interactions between staff and children, which in turn, promotes the development of good communication skills. The relaxed and friendly environment created by the staff ensures that the children are able to rest or play as they wish, make their own choices with confidence, and be happy, content, and absorbed in their play.

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

The provision is good.

Children and parents are warmly welcomed to the setting by the staff team. Who make sure that they consider and act upon individual need, family background and parental wishes. The staff actively encourage and support all children to participate in activities, integrate, make new friends, and feel 'at home' in the setting. They are careful to plan and adapt resources and activities to take into account children's individuality and needs.

Children's behaviour is exemplary. They respond positively to the clear routines and high expectations of the staff. Children play co-operatively, take turns and are ably supported in this by staff, who set clear boundaries that the children are aware of. The staff have developed genuinely caring and mutually respectful relationships with the children. The children's understanding of right and wrong increases as they respond to staff's gentle reminders to care for the resources, their environment, and each other. Through themed activities the children have reasonable opportunities to learn about themselves, each other and the world around them. However, resources which reflect a positive view of the wider world are lacking.

The partnership with parents and carers is mainly very good. Information about children's achievements and activities is shared verbally on a daily basis. A prospectus which introduces the setting is available, and regular newsletters are produced, detailing events and forthcoming activities. This open approach ensures that parent's feel comfortable to talk to staff, and also enables them to discuss events and activities with their children. Parents also have access to the setting's policies and procedures, as these are available at the front desk. However, although the Ofsted parent poster is clearly displayed, and whilst the setting does have a complaints procedure, it is incomplete and does not reflect the current guidelines.

## **Organisation**

The organisation is good.

The setting is organised well, with the indoor space and local amenities being used to their full potential in order to maximise play opportunities for children. Good ratios are maintained and staff are deployed effectively to meet the individual needs of the children. The staff team work extremely well together, and consistently promote children's health, achievement, and enjoyment.

A skilled and experienced staff team, who are ably led by the person in charge, work alongside the management committee, to contribute to the day to day running of the setting, and all are committed to its continued improvement and development. All legally required documentation, which contributes to the children's health, safety and well-being is in place and regularly updated. The setting is able to meet the needs of the range of children who attend.

## **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 complaints 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 that a telephone, which can receive or make telephone calls, is available at the setting at all times
- further develop the welcoming atmosphere of the setting by ensuring that children's artwork and other endeavours may be displayed appropriately
- ensure that children have access to further resources which reflect positive images of the wider world, and update the existing complaints policy to reflect current guidelines.

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)