

Barnabas Oley out of School Club

Inspection report for early years provision

Unique Reference Number 259707

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Inspector Kelly Eyre

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Registered person Barnabas Oley Out Of School Club

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?

Barnabas Oley Out of School Club is run by a voluntary management committee. It opened in 2001 and operates from one main room in a community building. It is situated in Great Gransden, near Sandy, Bedfordshire. A maximum of 24 children may attend the setting at any one time. It is open Monday to Thursday during term-time only and sessions are from 15:15 to 18:00. All children have access to a secure enclosed outdoor play area.

There are currently 40 children aged from three to under eight years on roll. The setting serves children from Barnabas Oley School and other neighbouring schools. It currently supports a number of children with learning difficulties and is able to support those who have disabilities or who speak English as an additional language.

The setting employs three members of staff. Of these, one holds an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are offered a wide range of physical activities and daily opportunities for fresh air, which contribute to the promotion of their good health. They develop control of their bodies and improve their skills in balance and co-ordination as they participate in activities such as football, running, skipping and throwing balls and bean bags. They also have varied opportunities to develop finer physical skills and hand-eye co-ordination. For example, they build using small construction pieces and participate in craft activities where they use tools such as pens, scissors, glue spreaders and paint brushes. Children's independence is promoted and they are gaining a good understanding of their own needs, for example, they help themselves to drinks during the session and visit the bathroom independently.

Children's health is promoted because there are good daily hygiene practices in place to minimise the spread of infection, for example, children wash their hands before snack time and staff check all areas before children arrive to ensure that they are clean. Children's special requirements with regard to health and diet are clearly documented and they are offered a range of healthy snacks. This area is supported by a practical food and drink policy which provides guidance regarding a healthy and appropriate diet. All paperwork and records are in place to enable staff to understand and promote children's health needs. This is further enhanced by the attention to detail in this area, for example, all accidents are recorded and tracked to note any patterns so that staff are then able to make changes to prevent these.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is prioritised because staff have a good understanding of this area, taking positive steps to remove or minimise any potential hazards or safety risks. Children are able to move freely and safely around the setting because a full risk assessment has been completed and staff carry out daily safety checks before children arrive. Children's safety is further promoted because staff have paid attention to detail and have implemented comprehensive and practical procedures covering a range of additional safety issues such as security, critical incidents and severe weather. Children are gaining a good understanding about taking responsibility and keeping themselves safe. They are given clear explanations by staff so that they understand the relevance of issues such as fire safety and maintaining a safe environment.

Children are able to access a wide range of toys and equipment. These are well organised and easily accessible so that children are able to make independent choices about their play throughout the session. Their safety with regard to this area is further promoted because risk assessments have been completed on all toys and equipment and these are reviewed regularly. Children's welfare is effectively promoted as staff have a clear understanding of child protection procedures and are able to identify and report any concerns. However, children's welfare is affected because the setting's policy does not contain sufficient detail regarding local procedures, which could lead to a delay in taking action.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and secure. They are confident in their relationships with each other and with staff, happily discussing a range of subjects and organising their play. For example, a group of young children organise a role play game, collecting toys and props to include in this. Children enjoy their time at the setting and are enthusiastic about the activities and play opportunities provided, confidently making choices about their play throughout the session. They are confident and have high self-esteem because they are given appropriate praise and support from staff. For example, children playing a giant snakes and ladders game are given encouragement to count the number of spaces moved and then given lots of praise for completing the game.

Children's enjoyment of their time at the setting is enhanced because staff have a good understanding of their need to relax after a structured day at school, but also balance this well with opportunities to engage in a range of activities and extend their learning. This area is further promoted because staff spend time playing and talking with children and showing their genuine enjoyment of their company. For example, a member of staff sits with a child playing a computer game, encouraging them to talk about what they are doing and using this to extend the child's imagination.

Children's overall experience of the setting is further enhanced because there is clear guidance for staff regarding the role of play. Staff are skilled in implementing this and using it alongside their knowledge of the individual children to ensure that all have a good time. Children are able to explore and develop their own play, with staff supporting this when needed. For example, a staff member monitors children as they explore a construction set, allowing them plenty of time to do this and intervening appropriately to suggest additional options for this set, which encourages them to construct further items.

Helping children make a positive contribution

The provision is satisfactory.

Children are respected and their individuality is valued. They are offered an effective range of activities that increase their understanding of the diversities of society. For example, staff encourage discussions about different lifestyles and traditions. However, their understanding is not fully promoted because there are limited resources to support this area. Children's behaviour is good and they competently organise sharing and turn-taking, often utilising lists and timers to assist them.

Children who have learning difficulties and/or disabilities have their individual requirements recognised and consistently met. Staff are experienced and work consistently with children and parents. They ensure that children are able to participate meaningfully in all activities and daily routines. Children benefit from the setting's effective partnership with parents and carers. Parents are given practical information about the setting in the form of a leaflet. They have access to all policies and procedures and are kept informed of their children's activities through regular discussions with staff.

Organisation

The organisation is good.

Overall, children's needs are met. Their ongoing safety and welfare are promoted because there are robust procedures in place for checking that all staff are suitable to work with children. The thorough staff induction process ensures that the setting's policies and procedures are understood by all staff and are implemented on a daily basis. This is supported by regular supervision and the daily monitoring of all areas by the manager. All paperwork and records are in place to ensure that children's needs are clearly documented and staff are able to work appropriately to promote their ongoing safety, welfare and development.

Children's activities and play opportunities are enhanced by the good organisation of space within the setting. Designated areas for different types of play mean that a varying range of interests and needs can be accommodated. For example, there are quiet areas for reading or using the computer, tables for craft activities and designated floor space for larger activities such as games and construction. Efficiently organised paperwork ensures that children's records are stored confidentially but are accessible. This area is further supported as staff pay attention to detail to ensure children's safety and well-being. For example, two copies of the daily register are maintained so that they are always available on the school site and within the setting.

Improvements since the last inspection

At their last inspection, the group was asked to update registration records to include times of attendance for children, staff and visitors. These have now been updated and include all relevant details, therefore improving children's safety and welfare.

Complaints since the last inspection

Since the last inspection 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):

- review the safeguarding children procedures so that these contain sufficient details regarding local procedures

- ensure that all children have access to an appropriate range of resources which promote equality of opportunity and anti-discriminatory practice.

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