

# Bridge House Out of School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY366235
<b>Inspection date</b>	12 May 2008
<b>Inspector</b>	Melissa Louise Patel

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<b>Registered person</b>	Bridge House Day Nursery Ltd
<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?

Bridge House Out of School Club and Holiday Play Scheme is privately owned. It operates from two rooms in Saint Stephen's Church Hall, Steeton near Keighley. The out of school club is open from 07.30 till 09.00 and from 15.30 till 18.00 term time only. The holiday play scheme is open from 07.30 until 18.00 during school holidays. The club employs four core members of staff, of whom all hold appropriate early years qualifications. The setting is currently caring for 161 children on a part-time basis. This includes term time and holiday care.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

Children are cared for in a suitably clean environment. They are learning appropriate routines to promote hygiene. For example, they wash their hands before eating their tea, after going to the toilet and after messy activities. They throw away paper towels to limit the chance of any cross infection. The staff follow suitable hygiene routines to promote children's good health, such as wiping down the tables before having tea, and they carry out checks to ensure

the areas children use are clean. Suitable accident, medication and first aid procedures ensure that the children's welfare is maintained.

The children are nourished well. They eat a healthy warm meal, of pasta with tomato, cheese and herbs. The meal is attractively presented, which encourages children to want to eat it. The quantities are good and many children enjoy seconds. The written menu that is displayed, shows other healthy options, such as fish fingers, beef stew and yogurts. Children drink healthy drinks with their meal, such as diluted juice and water. However, although children can ask for drinks, drinking water is not set out for children to freely access, in order to encourage children to drink regularly. The staff take good account of children's individual dietary needs by forming a care plan to follow if required, which is agreed with the setting provider and the parents. This is to ensure that children receive the appropriate care to promote their welfare and keep them healthy.

The children have many opportunities to develop gross physical skills. For example, the children play in the large hall using bats and balls. They throw and catch the ball and explore. In addition, they build a den using pieces of wood, sticks and cloth materials. Children receive fresh air and exercise as they walk to the setting from school and they can play outdoors.

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

The provision is good.

Children are cared for in a safe and suitably maintained environment. This means that they can move around independently and stay safe. The children can use a varied range of good quality equipment which is freely available and stored safely. The children are secure whilst on the premises. For example, the entrance and exit doors are locked to ensure no unwanted visitors can enter. The parents make their presence known by using the effective intercom system on arrival to collect their children. Children are supervised well from the school to the setting by appropriate staff to children ratios. There are effective systems in place to ensure that the appropriate children are collected from school daily. For example, there is a three way written agreement signed by the school, the setting and parents to ensure this process happens smoothly. Children benefit as there are clear written fire evacuation procedures in place which are practised with them.

The children's safety is protected and promoted as the staff have a clear understanding of how to safeguard children and whom to contact if concerned about a child. In addition, all the relevant documents to support the safeguarding procedures are in place. In addition, the regular checks made to the premises and equipment ensure children are protected well.

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

The provision is good.

Children enjoy their time at the setting and they arrive from school happily. Children have lots of choice of what they want to do. For example, some children decide to make dens in the hall. They have the appropriate props available to support them, such as pieces of wood, wool and a variety of other materials. They work out how to fix them together with support from staff and they use their imagination as they wave their hands through the holes, having fun. Children enjoy the freedom of the large space in the hall and they play ball games. This keeps them occupied for some time. In the smaller room children can select from a good quality range of

equipment, which is readily available. For example, they use the computer and can play board games from a wide selection, such as tumbling monkeys and 'what's the time?'.

Children design their own pictures for a current project, using different mark-making materials. There are also many other resources in the accessible store to include, dressing up costumes and materials and a very good range of books. Although children are clearly involved in planning what they want to do when they come to the setting, there are activity plans in place to ensure there is a clear framework to work to, such as celebrating festivals. In addition, activities are evaluated, in order to improve the quality of them for children. The children are also starting to be involved in evaluating what they do. This helps children become involved, use their thinking skills and develop confidence. Children are not pressured to do activities they do not want to do, which helps them relax after a busy school day.

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

The provision is good.

The children's overall welfare and consistency of care is effectively promoted as the staff work in partnership with the parents. For example, the parents receive daily verbal information regarding their child's time at the setting. The parents also have access to a good range of policies and procedures, such as the behaviour and safety policies. The parents receive relevant information on what to do if they wish to make a complaint, and staff have a clear understanding of the complaints procedure, in order to support children and the parents. In addition, the staff work well with parents regarding the children's individual needs. For example, they ensure there are clear plans in place that are agreed with the parents and followed, in order to support children.

Children behave positively at this setting. This is because they take an active part in deciding what they want to do and how to do it, with support from the staff. They are happily occupied during their time at the group by being involved in a good range of activities. Children receive praise and encouragement from the staff during activities. For example, they receive a 'well done' for designing their own pictures and making the den. In addition, children are encouraged to take part in promoting positive boundaries, such as helping one another and being kind.

The children are learning appropriately about diversity through using a range of resources, such as good quality books, dolls, posters and dressing-up-costumes and materials. Children practise Chinese writing and make Chinese hats when celebrating the Chinese New Year. In addition, there is a clear equal opportunities policy that supports diversity.

### **Organisation**

The organisation is good.

Children are cared for in a safe and effectively organised environment where there are lots of resources available for the children to choose from. In addition, they take an active part in planning what they wish to do. This encourages their independence and develops their confidence. Children can relax after the busy school day in an environment that supports the children's needs.

The written documentation is accessible and is effective, in order to promote and maintain the welfare of any child and keep parents well informed about the service provided. For example, all the required documents are in place and include clear policies and procedures. Children are cared for by appropriately qualified staff whom are deployed well. For example, the staff know

their roles and support children well throughout the session. 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 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):

- make drinking water more accessible.

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)