

# Schools Out Burbage

Inspection report for early years provision

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**Unique reference number** EY364428  
**Inspection date** 16/09/2008  
**Inspector** Patricia Underwood

**Setting address** Burbage C of E Infant School, Grove Road, Burbage,  
HINCKLEY, Leicestershire, LE10 2AE  
**Telephone number** 07931 131 689  
**Email**  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Schools Out Burbage registered in 2007 to provide out of school care for a maximum of 20 children under the age of eight. It is one of two clubs run by a private provider in the Hinckley and Bosworth district of Leicestershire. It operates in a mobile classroom in the grounds of Burbage Church of England Infant School. The building is accessed through the school, which makes disabled access more difficult. It opens Monday to Friday during term-time, offering a breakfast club between 07.50 and 09.00 and an after school provision from 15.15 to 17.30. There are currently 20 children on roll, seven of whom are in the early years age group. The setting is on the Early Years Register and both parts of the Childcare Register. There is very little liaison between the club and the school. Excluding the proprietor there are two regular childcare staff. One of these holds a relevant qualification at Level 3 and the second at Level 2, although is presently completing training at Level 3.

## Overall effectiveness of the early years provision

Staff create a safe and welcoming environment for the children and offer them an interesting range of activities, which the children enjoy. However, because planning does not always take into account what the children can already do or relate very closely to the expectations of the Early Year Foundation Stage, progress in developing relevant skills is satisfactory. Despite regularly assessing the children through observation, the information is not used effectively to help plan appropriate activities to extend children's learning. The staff are keen, enthusiastic and committed to providing children with good care and support and to creating a happy atmosphere within the setting. However, their use of self evaluation to recognise what they do well and what needs to be improved is limited. Capacity to improve is satisfactory.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop a robust assessment system and use the information to inform planning to ensure all activities challenge children and impact on their learning and progress towards the early learning goals
- implement a system of self evaluation that ensure all staff have a clear understanding of the strengths and weaknesses of the provision and the impact on learning

## The leadership and management of the early years provision

Effective safeguarding policies ensure the children are well protected and staff are focused clearly on promoting the children's welfare and safety. Although resources are used well to engage children in their learning, the limitations of the assessment

mean only satisfactory progress is made. Well-established partnerships with parents are in place. Information about what their children can do and understand is regularly shared with staff. Parents are very positive about the club, expressing how quickly children settle and how well they learn to relate to others. Similarly, there is good liaison with other professionals, ensuring appropriate support is provided for any child with learning difficulties and/or disabilities. There is limited communication between the school and the staff so additional information about the children's achievements is not shared. Few systems are in place to monitor and evaluate provision. As a result, staff are not clear what they do well, what improvements are needed, or how any improvements made may impact on children's learning and progress. They are aware some improvements are needed and are keen to implement them.

## **The quality and standards of the early years provision**

The children are happy and settled and enjoy attending the club. The older children welcome the younger ones and make them feel part of the group. They have a positive influence on the behaviour of the younger ones and help their social development by offering friendship and support. Through this, the younger children learn to respect each other and to work and play together. For example children learn to share equipment, to take turns and to help each other.

Children are enthusiastic about the variety of activities available, both inside and outside. Planning is brief and has few links with the EYFS. This does not ensure children are engaged in tasks that match their needs or ensure a balance between adult-led and child-led activities. Children have too much choice and little guidance of what to do next. Assessment procedures are limited and not used effectively to inform planning. As a result, activities planned do not build sufficiently on what children can already do and consequently progress is satisfactory. Opportunities are provided for children to develop writing skills. Board games help counting skills. Staff encourage children to communicate and ask open-ended questions to extend vocabulary. As there is no access to a computer, they are unable to improve their computer skills. All children enjoy working with an adult, responding well to an adult-led creative activity.

Children are happy, settled, and well behaved. They enjoy their time at the club. Staff relate well to the children, continually praising and encouraging them when they succeed or behave in appropriate ways. Children are confident to approach the staff if they have a problem, need support, or even someone to play with.

Safety and a healthy life style are promoted well. For example, when a new child attends, the fire drill is practised so that in the event of a fire children know what to do. Personal hygiene is also stressed. Healthy foods are available at the breakfast club and children choose from cereals, toast and fruit. Fruit and drink are provided at the beginning of the after school club.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

|   |              |
|---|--------------|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | Satisfactory |
| How well does the provision promote inclusive practice?   | Satisfactory |
| The capacity of the provision to maintain continuous improvement.   | Satisfactory |

### Leadership and management

|   |              |
|---|--------------|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | Satisfactory |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | Satisfactory |
| How well does the setting work in partnership with parents and others?                            | Satisfactory |
| How well are children safeguarded?  | Good         |

### Quality and standards

|   |              |
|---|--------------|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | Satisfactory |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | Good         |
| How well are children helped to stay safe?  | Good         |
| How well are children helped to be healthy?   | Good         |
| How well are children helped to enjoy and achieve?  | Satisfactory |
| How well are children helped to make a positive contribution?   | Good         |
| How well are children helped develop skills that will contribute to their future economic well-being? | Satisfactory |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.