

Bradway After School Club

Inspection report for early years provision

Unique reference number

EY273034

Inspection date

19/11/2008

Inspector

Jane Hughes

Setting address

Sir Harold Jackson School, Bradway Drive, Sheffield, S17
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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

Bradway After School Club has been registered since September 2003 and operates from the Scout Hut, situated in the grounds of Sir Harold Jackson School in Sheffield. There is additional access to the school grounds, the hall and classrooms as needed.

It is registered on the Early Years Register and on both the Voluntary and Compulsory parts of the Childcare Register. A maximum of 32 children aged from three years to under eight years may attend the club at any one time. There are currently 27 children on roll. The club is open Monday to Friday during school term times from 15.00 to 18.00. Occasional holiday playschemes are also available from 09.00 to 18.00. All children attending the club currently are pupils of Sir Harold Jackson School, although children from other schools are welcome.

The club is run by a management committee and employs three members of staff, two of whom have an appropriate early years qualification. The administrator is not on site during sessions. The setting receives support from the Early Years Partnership and also from the Out of School Network.

Overall effectiveness of the early years provision

The after school club provides satisfactorily for children in the Early Years Foundation Stage (EYFS). Staff have a sound understanding of children's individual needs and create a busy yet secure environment for all children, where their welfare and good health are priorities. Parents value the care their children enjoy. Staff pay close attention to ensuring children learn about how to grow up safely and healthily but do not formally evaluate the effectiveness of planned activities or use assessment information well enough to plan for children's future learning. The setting runs smoothly and the leadership demonstrates sound capacity for continuous improvement, although the new manager recognises that systems to evaluate the successes of the setting require further development. There is infrequent communication with other EYFS settings that the children attend during the day.

What steps need to be taken to improve provision further?

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

- evaluate the effectiveness of activities and use this information to plan future learning and play to support children's progress through the early learning goals
- develop further the process of self-evaluation
- strengthen links with other settings delivering the EYFS to enable the exchange of information about children's achievements and welfare and so promote good quality provision for each child.

The leadership and management of the early years provision

The setting is well organised and the new manager is supported by an enthusiastic staff team. There are basic systems in place to monitor current practice and evaluate the setting's strengths and weaknesses. Staff participate in annual reviews and understand which areas of their practice they need to improve. Staff are suitably qualified, individual training needs are identified and staff share a common sense of purpose as they look to improve current provision. Improvement plans are underway, for example, the manager has completed an inventory and has purchased some new resources to extend children's experiences. Staff have undergone training about the EYFS framework. Effective recruitment and vetting procedures are in place to ensure that staff are suitable to work with children. Health and hygiene policies are followed well in practice so that children remain healthy.

The leadership maintains the required documentation, records and policies to ensure the smooth running of the setting. There is due regard to safe practices, inside and outdoors. Staff show commitment to equality of opportunity so that all children are able to participate in the varied range of planned activities. Displays created by children, along with multicultural books and other resources, demonstrate an increasing awareness of diversity in modern Britain. Previous recommendations for improvement have been addressed and there is satisfactory capacity for continuous improvement. Even though staff plan activities, they do not formally record the outcomes or follow these up with further challenges to support children's learning and development.

Detailed information is sought from parents before children join the setting. The opinions of parents and children are canvassed about what is on offer and areas they would like to improve. Parents express satisfaction with what the setting offers their children and typically they comment, 'they are very happy here and love coming'. There is little liaison with other EYFS settings that children attend, apart from occasional discussions about specific welfare issues.

Good safeguarding policies and procedures are in place and effectively implemented to ensure that the children are well protected.

The quality and standards of the early years provision

The setting provides a satisfactory range of activities, both indoors and outside, to help children make sound progress in all areas of learning. There is a purposeful buzz as children arrive and launch themselves into different activities. They choose from a varied range of resources and this helps them to become increasingly independent, a key skill for their future success and well-being. Staff have high expectations of children's behaviour and the atmosphere is friendly. Children behave well, share resources and take turns. Older children interact well with the younger ones. The hall is large enough for older children to be able to play ball games without disturbing the creative activities of the younger ones. Children work together companionably, for example, they build a gigantic marble run, send the

balls clattering down and decide how to free them if they jam halfway down.

Wherever possible, staff take into account the personal preferences of children. Children confirm that they enjoy coming to the club. Typical comments are, 'I love it here' and, 'there are always these good things to do'. Staff take great care to soothe children's worries and help them to become involved in activities. Children's individual needs are carefully supported by key workers who know them well. The youngest children receive the right levels of support so that they make the most of their time. Staff are careful to allow children the freedom to relax after a day at school. However, although staff plan activities carefully, they do not formally record the outcomes or follow these up with further challenges to support more effectively children's learning and development.

Nutritious food is served to the children and many return for second helpings. There is a good supply of fresh fruit and vegetable snacks as well as a variety of drinks. Close attention is paid to safe practices, for example children automatically washed their hands before eating their snack.

Children understand why registration needs to be an orderly time, so staff know exactly who is present. Children have a good understanding of how to live safe and healthy lives.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

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.