

# BOSCAS Club

Inspection report for early years provision

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**Unique reference number** 143435  
**Inspection date** 10/11/2008  
**Inspector** Rob Crompton

**Setting address** Brunel Centre Annex, Wymering Road, Portsmouth,  
Hampshire, PO2 7HX  
**Telephone number** 02392 785656  
**Email** boscas.club@ntlbusiness.com  
**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**

BOSCAS has been registered since 1994. BOSCAS has sole use of the premises, situated in the grounds of Isambard Brunel Junior School in Portsmouth. BOSCAS is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 60 children aged three to eight years at any one time. A breakfast club is open Monday to Friday from 07:30 to 09:00. Children are escorted to their appropriate schools when the session finishes. An after school club is open Monday to Friday from 15:00 to 18:00. Children are escorted from their schools to the provision and are provided with a snack or cooked tea if required. The holiday play scheme is open Monday to Friday from 07:30 to 18:00. The group has sessional use of the main hall within the school for gym activities. Overnight care is not included in the registration. The setting is a member of the Kids Club Network, and has been accredited by the Aiming High Quality Assurance Scheme.

## **Overall effectiveness of the early years provision**

The provision is satisfactory. The few children that attend the club after school enjoy themselves. The programme of activities provides reasonable coverage of the six areas of learning. All staff are fully committed to the children in their care and relationships between adults and children are excellent. Parents of the under fives value the fact that the club caters for older children.

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

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

- ensure that provision is made for children who are aged three to five to experience all the EYFS six areas of learning
- refine self-evaluation to ensure provision for EYFS is regularly reviewed

## **The leadership and management of the early years provision**

Provision for the Early Years Foundation Stage (EYFS) is managed satisfactorily. The club manager ensures all children attending are happy and safe. The programme for the very few children attending each session generally meets their needs and promotes all areas of learning, but planning is not systematic enough to ensure that children in the early years age group are provided with a balanced programme across all six areas of learning. Although staff intuitively support children's learning and development, they are not fully aware of the EYFS curriculum and need further training in this regard. Overall provision at the club is reviewed during monthly staff meetings but these do not focus sufficiently on evaluating the provision for children in the early years age group. The club does not have a regular cycle of monitoring, evaluation and development planning.

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

Parents are made welcome and appreciate the warm friendly atmosphere. They feel safe in the knowledge that their children's welfare is given a high priority. A purposeful atmosphere pervades the club and children in the early years age group benefit from playing alongside older children. This supports their social development effectively and helps them gain confidence in communicating. The snack on arrival is a calm occasion which also helps the children to gain appropriate social skills. Staff take every opportunity to engage children in talking about what they are doing and provide good role models for social and language development. They lead some specific activities and encourage children to join in. Otherwise, children develop their independence through choosing what to do. In carrying out small tasks, such as helping to put away equipment and tidying up at the end of a session, children learn that they can and should make a contribution to the smooth running of the club. The strong emphasis on cooperation, taking turns and sharing, develops important social skills for later life. Older children too provide good role models in this regard.

The large carpeted room is set out with a good range of floor and table top activities as children arrive. Playing with large building blocks and construction apparatus provides children with good opportunities to explore shape and work cooperatively together. However, the role play area is rather sparse and uninviting. Children choose from a wide range of games which involve counting and sequencing activities. A strength of the provision is the way children's knowledge of the world outside their immediate environment is promoted. Recent activities have included visits from an animal sanctuary, the fire brigade and a blind person. Children have access to climbing apparatus and enjoy floor games with a parachute. They take part in indoor hockey with the older children. Such activities promote their physical development well. Art activities, such as painting and collage work, are set up every day and encourage children's creative development.

Although staff keep an eye on children to help ensure they participate in a range of activities, this is not systematic. A promising start has been made in recording observations to build up a picture of children's development across each area of learning. Plans are in hand to develop further links with local infant schools so that the manager can pass on relevant information as children transfer.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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](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.