

Brindle Gregson Lane Out of School Club

Inspection report for early years provision

Unique reference number	EY379873
Inspection date	11/02/2009
Inspector	Anne Mort
Setting address	Brindle Gregson Lane Primary School, Bournes Row, Hoghton, PRESTON, PR5 0DR
Telephone number	01772 731808
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

Brindle Gregson Lane Out of School Club is one of a number of settings operated by Discovery Vine Ltd. It was registered in 2008 and operates from the hall and designated classrooms within Brindle Gregson Lane County Primary School, in Houghton near Preston. All children share access to a secure enclosed outdoor play area. A maximum of 30 children may attend the club at any one time. The club is open each weekday from 07.30 to 08.30 and 15.00 to 18.00 during school term times and from 07.30 to 18.00 during school holidays. The facility is registered on the Early Years Register and both parts of the Childcare Register. There are currently 60 children on roll, of whom eight are in the early years age range. The facility employs five members of staff, of whom four hold an appropriate qualification.

Overall effectiveness of the early years provision

The out of school care satisfactorily provides for children in the Early Years Foundation Stage. Children make progress in their learning due to the provider's planning, in the provision of a suitably qualified manager and qualified staff, who liaise with the school the children attend. The management team are beginning to check all documentation held and plans are developing to provide children with similar resources and activities to those presented during the main school day. Management has a positive attitude towards inclusion. Children's needs are known because of the good relationship with parents in written information and daily conversation.

What steps need to be taken to improve provision further?

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

- consider the ways in which resources that reflect positive images of culture, gender and disability are presented, and encourage children to use these in a positive way, to promote and value diversity and differences.
- consider outdoor play on a daily basis to provide children with opportunity for them to be active and interactive, to improve their skills of coordination, control, manipulation and movement.

To fully meet the specific requirements of the EYFS, the registered person must:

- keep records of the information used to demonstrate that all staff are suitable to work with children (Suitable people) (also applies to the compulsory part of the Childcare Register)

31/03/2009

The leadership and management of the early years provision

The manager and staff are improving their knowledge base of the Statutory Framework for the Early Years Foundation Stage. This is because the provider has weekly meetings with the manager, provides training courses and the facility is adapting planning to encompass the requirements. The manager describes self-evaluation as ongoing and illustrates evidence of the setting's capacity for continuous improvement.

Staff have been subject to a vetting procedure but as not all records are in place, there is no evidence that all outcomes are satisfactory. Staff work well as a team and training needs are supported, for instance, staff have undertaken child protection training. This illustrates the provider's commitment to the safeguarding of children, by enabling staff to have current knowledge with regard to the reporting of any concerns. There is no key worker system but children's needs are supported. Staff are aware of the children's backgrounds and abilities. Each member of staff acts as a liaison person to exchange information and messages with all adults concerned with the care and learning of a child.

Children's safety is well promoted in the setting. A written emergency evacuation procedure is in place and fire drills are carried out. The checking and cleaning of resources and activity planning are shared between staff and all are aware of their daily roles and responsibilities. Written risk assessments are in place for the premises, records reveal these are checked and notes made on the improvements made.

Policies and procedures, which are being checked for their relevance to the welfare and learning requirements, are clearly written and neatly filed. The folder can be made available to parents. Management discuss these with parents before a child starts in the facility and parents are made aware how to make a complaint. Relevant information about a child is shared between the provision and parents because contractual and consent forms are agreed upon.

The provision works in a professional, yet friendly manner with parents and a welcoming, inclusive environment is provided for children. The manager provides written information, on the table where parents sign their child out. This gives daily news as to the staff on duty, who deals with first aid matters, the meal on offer to the children and the main activity children are engaged in, thus promoting a good partnership with parents.

The quality and standards of the early years provision

Children's abilities and interests are made known to staff before a child starts as staff talk to parents. They are welcome to view the facility and are made aware there is a prospectus available. Children's all round learning is given consideration and they share safe, suitable and age appropriate resources.

The manager is beginning to become aware of the six areas of learning, through

discussion with the provider and the member of staff who also works in the reception class of the school. The out of school care provision is using the main hall where staff set up floor mats and tables with appropriate play equipment. Activity planning includes for both busy and relaxing activities after the more formal school day.

The manager, in consultation with staff, plans for the resources to be similar to those used by the children in school, to support children's ongoing learning in a familiar environment. The room is set out in six areas and children are aware they can ask for additional resources. However this results in other resources then being removed. For instance, the café play items are put away when children ask for construction materials. This is limiting children's choice of what they can play with, their independence and the availability of resources.

Children are happy, relaxed, behave well and are engaged in self chosen activities, for instance using construction materials. Their reasoning and problem solving skills are developing as they discuss how many items they need, the shapes to be used and where to place the pieces to complete their construction. Children are made aware of different cultural celebratory events of the year. There are some books on offer that reflect positive images of diversity, but as other resources remain in a drawer there are missed opportunities for children to be able to use these in a positive way, to promote and value diversity and differences.

Children's emotional needs are met and their self-esteem raised because staff are friendly in their conversational tone and offer one to one attention. Children's art and model work is valued and on display. They are valued as individuals, for instance, their birthdays are noted and also on display. This promotes their personal, social and emotional development.

A healthy lifestyle is encouraged. Posters on display, depicting body movements, illustrate to children how to keep active. There is a planned but flexible routine throughout the week that usually includes outside play, though this is not evidenced as children remain indoors. However, in discussion with staff it is clear children have the opportunity for fresh air and exercise in the use of the outdoor play area. Their health is further supported because children's dietary needs are given full consideration and the written menu, illustrating healthy options, is available to parents.

Meal times are arranged where a small group sits together. This allows children time to self select the food on offer and promotes good table manners. However, staff call out and name the children who will be seated first for the meal, this limits children's independence regarding who they would like to sit with. Staff present meal times as social occasions where good manners are encouraged and praised and children say 'please' and 'thank you' spontaneously. Children are sociable and happy to be in the out of school care facility. This is due to all staff working in a calm manner, their knowledge about child development, their work practice and positive interaction with parents and the school the children attend.

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?	2
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?	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years part of the report (CR3) 31/03/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years part of the report (CR3) 31/03/2009

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 registration.

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.