

Busy Bodies Big Kids Club

Inspection report for early years provision

Unique reference number EY368930
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Inspector Sue Partington

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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

Busy Bodies Big Kids Club opened in 2008 following a move from Busy Bodies Nursery where it has operated since 1998. It is run by Busy Bodies (Euxton) Ltd. It is situated in a single storey modular building in the grounds of Euxton St Mary's Catholic Primary School in Chorley, Lancashire. It has use of secure outdoor play areas. It is open each weekday from 08.00 to 09.00 and 15.30 to 18.00 during term times. Holiday care is available from 08.00 to 18.00.

The club is registered on the Early Years Register. It is also registered with Ofsted on the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend at any one time. There are currently 41 children aged from four to under eight years on roll, of whom nine are in the early years age group and attend for a variety of sessions. The club supports children with learning difficulties and/or disabilities.

There are four members of staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are making good progress in their learning and development and their welfare is very well promoted. They are cared for in a safe and stimulating environment where their individual needs are considered and met. Children are happy, settled and confident in their surroundings. Good information is shared with parents and other professionals ensuring consistency of care. Systems for self-evaluation are in the early stages and staff have identified strengths and well targeted areas for improvement.

What steps need to be taken to improve provision further?

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

- enhance the systems for observation and assessment to plan for children's next steps to ensure they achieve as much as they can in relation to their starting points and capabilities.

The leadership and management of the early years provision

Comprehensively written policies and procedures are in place including child protection and they effectively contribute toward positive outcomes for children. Records and documents are well organised and stored securely to maintain confidentiality. The group considers a safe environment and has taken the necessary steps to minimise hazards to the children, for instance, risk assessments are effective and therefore children's safety is enhanced.

An inclusive and welcoming service is provided for all children. The setting gathers information from parents to ensure they have a good awareness of each child's starting points and staff take time each day to discuss children's progress and development with them. Activities are planned around children's needs and interests and staff are beginning to observe and assess. They use their good links with school to find out about individual children's needs and to complement and continue children's activities. For example, staff use school newsletters to find out current themes and events, and when children take a keen interest in activities during the school day they are able to complete them at the club. The setting's policies and procedures, which include information if they wish to make a complaint, are available to parents on the notice board and on request.

Self-evaluation is accurate, which is enabling the setting to identify areas for improvement. Staff make good use of children's views to make changes. For example, children have contributed to plans to make a garden area within the outdoor grounds. Continuous training enables staff to enhance their knowledge and skills. For example, by updating their safeguarding training they ensure they are following the most up to date local procedures to promote children's welfare.

The quality and standards of the early years provision

Children are happy, confident and settled in the provision and are making good progress towards the Early Years Foundation Stage. The premises are organised to give children opportunities to move around freely, and resources are attractively stored which enables easy access to encourage children's independence. A structured daily routine promotes children's welfare, meets their needs and covers all areas of learning. They are given individual support in an environment that promotes all aspects of their learning and development, however, the current system for observing and assessing what children can do does not predict the next steps in learning. Consequently, planning is not individualised.

The routine of the group is planned to ensure that children have daily exercise and opportunities for exploration and extending their gross motor skills. Children choose to play outdoors where they are able to run, play ball games or skip. Alternatively they choose a quieter activity such as table games, construction, playing chess or reading a book. Children are learning about the wider world as they celebrate Chinese New Year. They have devised their own plan of activities and displayed this in the craft area. Children have decided to make a dragon out of papier-mâché, cut straight lines to make lanterns and are learning to sew making a purse. Children are completely relaxed and fully engaged in self-chosen activities. This is because staff are skilful in standing back, to allow children's natural curiosity to be stimulated with the resources on offer. Staff are very well deployed between the areas and take turns when asked, to be involved in active or quiet play. Interaction between the staff and the children is good, for instance, during a board game children enjoy counting the number of properties they have bought and the money they have made. They take great delight in becoming the winner.

Children's good health is effectively promoted. They learn about being healthy through the good opportunities they have for outside play and because they make

choices about when to have their snack and prepare it themselves from a range of options. These include crackers, plain biscuits, different spreads, cucumber and tomatoes, fresh fruit, seeds, raisins and a choice of drinks. Laminated pictures of the snack choices are displayed on the notice board above the table where the food is. Snack time presents as a social occasion where children and staff sit together at the table and children clean away their own plates when they have finished.

Good behaviour is an expectation and staff are positive role models for the children. Children are well behaved and learn about what is acceptable through positive strategies appropriate to their age. They have set their own house rules which are displayed on the wall. Children are well mannered and polite, resulting in many children saying please and thank you spontaneously.

Children's safety is effectively managed. They are cared for in a safe, child orientated environment where they learn to take care of themselves. They practice emergency evacuation drills routinely and children can explain what to do in the event of a fire. Children clearly enjoy their time at the club and they thrive on staff's interaction and attention.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 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.