

Broomhill After School Club

Inspection report for early years provision

Unique reference number

EY386402

Inspection date

14/05/2009

Inspector

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Setting address

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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 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

Broomhill After School Club opened in 1995 and was re-registered in 2008 under private ownership. The setting operates from the first floor hall at Broomhill Infant School, Sheffield, serving children who attend the school. Most families live in the surrounding area. Children have access to the hall and the school's IT suite and there is a fully enclosed outdoor area.

The out of school club is registered for a maximum of 32 children at any one time and is included on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club provides care for children aged between four and seven years. It is open five days per week during school term times from 15.00 until 17.30. The club provides an extended service between 08.30 and 17.30 on the five curriculum days during the year, when children in the linked junior school are also eligible to attend. This service is offered subject to demand. There are currently 48 children on roll, who attend for a variety of sessions.

A team of three staff work with the children, two of whom have relevant childcare qualifications. The setting also employs additional casual staff when numbers are high, in order to meet required ratios. The provision receives support from the Out of School Network and from the school, although it is separately managed.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are happy to attend the setting and benefit from the relaxed and friendly environment. Their security and well-being are given priority, although some procedures and record keeping lack necessary detail. Staff work well together, liaising closely with parents and with the school, in order to meet children's individual needs. Staff are not yet fully confident with regard to the implementation of the Early Years Foundation Stage, but have taken some positive steps towards this. Ongoing systems for self-evaluation are not sufficiently well developed to clearly target areas for future improvement.

What steps need to be taken to improve provision further?

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

- further develop staff's knowledge and understanding of the Early Years Foundation Stage and the use of observations to assist in planning for individual children's progress
- continue to develop the use of self-evaluation to identify strengths and areas for improvement.

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

- maintain written records of all medicines administered 30/06/2009

to children (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register)

- provide information for parents about the procedures to be followed in the event of a child going missing (Safeguarding and promoting children's welfare).

30/06/2009

The leadership and management of the early years provision

Staff work well together to promote children's safety, well-being and enjoyment during their time in the club. Appropriate vetting procedures are in place to ensure that staff are suitable and there is a sound understanding of responsibilities with regard to child protection. Most required documentation, which contributes to children's health and safety is in place, and there is a comprehensive range of policies and procedures to support practice. However, records of medication administered have not been maintained as required by regulation. In addition, whilst other procedures are well documented, there are no clear procedures for dealing with situations where children are lost, which is a breach in requirements. However, staff are vigilant in their supervision of children and carefully oversee their movements around the building. Thorough risk assessments and daily checks help to ensure that a safe environment is provided. There are some constraints due to shared use of the premises, but staff work hard to overcome these. For example, they are not able to set out activities before children arrive, but they plan routines so that children are safely occupied while they do so, and while they prepare snacks.

The club has good links with the school, which has been supportive, especially during the recent changes in its registration. Staff liaise closely with teachers to ensure that there is continuity of care for children and that any concerns are shared. Friendly, trusting relationships are established with parents who express positive views about the provision. A welcome brochure provides helpful initial information and there is ongoing communication with parents about their children and events within the setting. Staff acknowledge that they are still becoming familiar with the Early Years Foundation Stage, particularly in relation to observations, assessments and involving parents in their children's learning. Many parents work, but on occasions they are able to come into the club to share particular skills or experiences with children.

The setting provides a welcoming and inclusive environment, which values all children. Where necessary, additional training is sought to ensure that appropriate support is given. Currently staff evaluate their practice informally through discussion. They meet regularly before each session when any issues or concerns can be explored. There is a firm commitment to the further development of the provision, but no clear systems are yet in place for the identification of strengths and areas for improvement.

The quality and standards of the early years provision

Children arrive happily and enjoy the time they spend in the setting. There is a lively atmosphere, with opportunities for children to play quietly by themselves or to take part in shared activities with friends. They enjoy a suitable range of activities both indoors and outside in the school's playgrounds and garden areas. Children particularly like to be outdoors and spend a lot of time there when the weather is fine, which helps them to keep fit and well. They like to play games of 'tig' with their friends, organise ball games and ride bikes and scooters. Staff also set out books, small world and construction toys for children who prefer to be less active. Indoors there is space for children to move around freely as they pretend to be superheroes and play games such as musical statues or table football.

Children are familiar with the club's routines and know what is expected of them. They gather when they first arrive and are invited to share their news. Some children are confident and eager to show pictures they have drawn during the school day, or to talk about their interests and share a favourite book. They may spend time watching a DVD whilst they have snack, which allows time for them to relax as staff set out other activities. This can be quite a protracted period because it is not possible to set up before the session starts. However, children then get quickly involved in activities of their choice. They concentrate well, developing their creativity and design skills as they make collage pictures or models from construction toys. Some children thoroughly enjoy rummaging through the bag of dressing up clothes and re-enacting their favourite stories. There are opportunities for children to practise their computer skills in the school's IT suite.

Staff get to know the children well and find out about their interests through observation and discussion. There is no formal planning, though staff know which children will be attending at each session and set out activities to interest them. Practitioners have started to record some initial observations of children and what they particularly enjoy. However, they are not yet fully confident in using these observations to demonstrate the progress children are making and to identify how they can help them make the next steps in their learning and development.

Children have friendly, relaxed relationships with staff, who are supportive and caring. They help children to feel secure in the setting by ensuring that they understand expectations and acknowledging when they have done well. Children learn how to keep themselves safe as they move around the building and take part in activities. For example, they understand agreed boundaries, such as not leaving the playroom without letting staff know, and asking before they fetch items from their schoolbags, when staff are using the toaster nearby. They are involved in regular fire drills and know about the importance of wearing helmets when riding bicycles and wheeled toys. Children's good health is promoted through the provision of healthy snacks, which include fresh fruit as well as toast or sandwiches. They pour their own drinks and sometimes help with food preparation as part of planned activities.

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?	3
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

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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 section of the report (CR8). 30/06/2009

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 section of the report (CR8). 30/06/2009