

Bright Futures Kids Club

Inspection report for early years provision

Unique reference number EY332566
Inspection date 21/01/2009
Inspector Angela Konarzewski

Setting address Dorothy Barley Infant School, Davington Road,
DAGENHAM, Essex, RM8 2LL

Telephone number

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

Bright Futures Kids Club (Dorothy Barley) is one of four after school clubs run by a private company. It opened in 2006 and operates from the large hall and small ICT suite, known as The Green Room, in Dorothy Barley Infant School in Dagenham, Essex. The setting also has access to a large outdoor area. A maximum of 52 children may attend the group at any one time. The out of school club is open each weekday from 15:00 to 18:00 term time only. All children have access to a secure enclosed outdoor play area. There are currently 15 children aged from four to ten years on roll, three of whom are under 5. Children who attend are pupils from Dorothy Barley Infant and Junior Schools. The group employs three members of staff. The group employs three members of staff and they hold appropriate Early Years qualifications.

Overall effectiveness of the early years provision

The overall effectiveness of Bright Futures Kids Club was satisfactory at the time of the last inspection and is now good. Children's learning and welfare needs are met well and the staff demonstrate good capacity for continuous improvement. The registered person has been trained in the new Early Years Foundation Stage (EYFS) framework which staff have adapted effectively to meet the needs of all the children in their setting. The club is inclusive and welcomes everyone regardless of race, faith, lifestyle or special needs.

What steps need to be taken to improve provision further?

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

- prepare a long term plan for improving the setting that is based on accurate and systematic self-evaluation
- involve parents more fully in evaluation and planning so that their views are incorporated
- develop the range of resources and activities to reflect positive images of disability and culture and further promote inclusive practice

The leadership and management of the early years provision

Leadership and management are good. The registered person is committed to providing good quality care and education for all the children. Staff meet regularly to plan and evaluate provision and they modify practice where needs are identified. Children share in the evaluation of the club and their views are taken into account. For example, some children wanted opportunities to dance to music, and these have now been included in the club's range of activities. Knowing they have a say in what goes on makes the children feel valued and gives them a sense of pride and confidence in the setting. Staff are well qualified, checked for suitability to work with children and thoroughly trained. Information given to

parents and carers in newsletters is relevant and detailed, and policies and procedures are clear and accessible. Children are very well safeguarded and they feel completely safe and secure in the setting. Documentation, including planning and assessment, is thorough and up-to-date. Self-evaluation of the club by staff ensures that continuous improvement is embedded in practice and children's views form an integral part of this process. Development planning is not currently systematic, although it is regularly recorded. Consequently, there is scope to improve self-evaluation and long term planning to ensure that improvements are prioritised and developed systematically. The setting is seeking increased participation by parents in evaluating the provision, in order that parents' views can be incorporated into plans for future improvement.

The quality and standards of the early years provision

The quality and standards in Bright Futures Kids Club are good. Planning in relation to the Early Years Foundation Stage framework is clear and translated into effective practice. Consequently, children make good gains in their learning and development. A record book is maintained about each child, containing notes on observations across the six areas of learning. This book is also available for parents to see. Where needs are identified, staff go out of their way to support children. For example, one child had difficulty with counting, so the registered person brought in some books and games to assist her in improving her counting skills. Children have access to a wide range of good quality toys and equipment and enjoy adult-led and child-initiated activities both indoors and outside. As at the time of the last inspection, more could be done to introduce resources and activities that reflect positive images of disability and culture. The setting takes advantage of access to the school's small computer suite, known as The Green Room. As a bonus, the registered person is competent in the use of computers and she encourages children to develop their computer skills, particularly with art programs. Children's welfare is of paramount importance to the staff and individual needs are conscientiously met. Detailed information about children is gained from parents and the schools and incorporated into the provision. Procedures for carrying out daily risk assessments to ensure accidents are minimised are thorough. Children understand the principles of healthy eating and drinking and the evening snack is healthy, for example, tuna wraps with salad and sweet corn, plus a selection of fruit. Water is freely available throughout the session and children are encouraged to be independent in pouring their own drinks. They have opportunities to take vigorous exercise outside and are conscious of their own and others' safety. Older children care for younger ones, developing a sense of responsibility towards each other within a family atmosphere. They behave well because their individual needs are met and they feel safe and happy learning and having fun together.

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? | 3 |
| 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 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.