

Busy Kids After School Club

Inspection report for early years provision

Unique reference number EY225456
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Inspector Amanda Shedden

Setting address The Annex, St George's Hall, Andover Road, Newbury,
Berkshire, RG14 6NU
Telephone number 07795 633443
Email ewoodliffe@westberks.org
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

Busy Kids After School Club opened in 2000. It operates from two separate buildings on the site of St George's Church. The main area used is St George's Hall and the second area is the church annex. The club is used by the children who attend Falkland Primary School which is adjacent to the club.

The club is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 32 children may attend at any one time when the club is using St George's Hall, reduced to 24 when using the annex. There are currently 68 children aged from four to 11 years on roll. Children attend for a variety of sessions. The setting currently has no children attending with learning difficulties and/or disabilities or who speak English as an additional language.

The club opens five days a week during term time, for three weeks during the summer, one week during the Easter break and on occasional days during the half terms. The club also, on occasion, opens to cover teacher training days. Sessions are Monday to Friday from 08:00 to 09:00 and 15:15 to 18:00, and, during the holidays and inset days, from 08:30 to 17:30.

One full-time and five part-time staff currently work with the children. The play leader has a recognised early years level 3 qualification and all other permanent staff have a level 2 qualification in childcare.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The staff have a good understanding of the children's individual needs; this is achieved by effective communication with the parents and through discussion with the children. However, observations linked to the six areas of learning have not been developed to enable children's educational progress to be monitored. This is a fully inclusive setting where all children are valued and recognised as individuals. The club has started to reflect on its practice but this has not yet been fully developed.

What steps need to be taken to improve provision further?

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

- increase knowledge of the early learning goals to ensure activities planned incorporate each area of learning and knowledge of children's achievements, gained from observation
- implement a system to observe and record children's progress to inform the planning of appropriate play and learning experiences
- ensure that the policies reflect up to date information.
- further develop and implement the systems of self-evaluation to identify the setting's strengths and priorities for development to improve the quality of provision for all children

The leadership and management of the early years provision

The management committee and senior staff are committed to the children. However, the lack of knowledge of the Early Years Foundation Stage has resulted in observations not being made of the children and staff's knowledge of the children is not used when planning activities to ensure children are making consistent progress in line with the early learning goals. All staff work well together to provide the children with a safe and secure environment in which to enjoy the range of activities that are on offer.

Staff have started to evaluate their practice and have made some changes, for instance, creating a quiet area where children can do their homework if they wish or to sit and converse with their friends. They have identified further areas to be improved, however, these have not yet been fully implemented. A full range of policies and procedures are in place and shared with the parents, however, they do not always have the most up to date information in them.

Partnership with parents is very positive; they exchange information each day in an informal manner. The parents are very happy with and supportive of the club, praising the range of activities their children participate in and the friendly staff team.

The quality and standards of the early years provision

Children have great fun at the club. They are happy and secure and this is reflected in the good relationships they have with each other and the staff. They have a real sense of belonging as they are asked to contribute their thoughts and feelings about the club and to share any problems or worries they may have.

The deployment of the staff ensures that children have a balance of child-initiated and adult-led activities. Daily plans are made for craft activities, however, they are not linked to the previous knowledge they have of the children or linked to one of the areas of learning. However, staff's knowledge of the individual children and their positive interaction enables them to offer an appropriate range of worthwhile activities at their own level. Assessments on the children and the planning of the next steps needs developing.

The children's behaviour is excellent. All the children are fully aware of the rules as they have decided what the rules should be and created a range of posters to reflect the rules that are on display each day. They know to inform a member of staff if they are going to leave the room to use the bathroom or to collect things from their school bag. Children practise the evacuation procedure regularly; they quickly line up on hearing the alarm and leave the building in an orderly manner.

All children whatever their age are encouraged to be independent; they choose what they wish to become involved in, some playing in large groups, others on their own. There is a Buddy Stop where children go if they want to play with

others and they are quickly invited into groups to join in.

Children take turns as they use the electronic toys and when they undertake activities such as making dough. They enjoy dressing up and using their imagination as they use the construction bricks or use the small world resources. They have great fun playing a variety of supervised games with the parachute, running and screaming with delight as they play cat and mouse or sharks. Children of all ages join in and the older ones are careful with the younger children, making sure they don't get knocked over even when the game becomes very lively and noisy.

Each day they are offered a healthy snack, choosing from toast and various spreads, fruits fresh and dried, crackers. Drinks are available throughout the session and children sit together, making snack time a social occasion.

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?	2

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?	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?	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:

Met