

Buntings Out of School

Inspection report for early years provision

Unique reference number

EY386515

Inspection date

03/06/2009

Inspector

Jackie Cousins

Setting address

Layston First School, The Causeway, BUNTINGFORD,
Hertfordshire, SG9 9EU

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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

Buntings Out of School registered in 2008. It is owned by Buntings Nursery and is situated within the grounds of Layston School, Buntingford in Hertfordshire. It is open each weekday from 07.15 to 8.45 and 15.15 to 18.00 in term time. Children have use of one large room and the dining hall within the school. They have access to the school playground for outdoor play. The club is registered on the Early Years Register and voluntary and compulsory parts of the Childcare Register to provide care for a maximum of 24 children at any one time. There are seven children on roll between the ages of three to 11 years. The setting supports children with learning difficulties and/or disabilities. It is on one level and so has suitable access for disabled children and adults. A holiday club runs on the site during school holidays except for two weeks in the summer holidays. The holiday club is available from 08.00 till 16.00. The setting works in partnership with the local primary school. Four members of staff work at the setting. One member of staff has a foundation degree in childcare, two have Level 3 qualifications and one a level 2 qualification in childcare.

Overall effectiveness of the early years provision

The quality of provision at Buntings Out of School is satisfactory. It meets the needs of the early years children suitably and they make satisfactory progress in their learning because staff use resources thoughtfully. Children from all backgrounds and abilities are included appropriately in all learning activities because the breakfast and after-school club is led satisfactorily. They are kept safe adequately due to the fact that most welfare requirements are met. The setting has been open for less than a year and yet its capacity to improve in the future is sound.

What steps need to be taken to improve provision further?

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

- create an overview of the checks carried out on staff so that everyone knows who has been cleared to work with children
- ensure that planning identifies the key skills to be developed more effectively so that all are clear about the focus for learning.

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

- ensure records of the risk assessments clearly state when each one was carried out, by whom, date of review and any action taken following a review or incident. (Documentation)

31/07/2009

The leadership and management of the early years provision

A satisfactory management team have set up sound policies to ensure children's welfare and provision. Leaders have evaluated the way the club is working and is keen to improve it. Staff are encouraged to develop their teaching skills by going on training courses. This allows children to achieve suitably in all areas of learning. Children are safeguarded appropriately but information about staff are not recorded in a way which makes it easy to know who has completed checks and when. Risk assessments are not recorded adequately and so it is not clear what action was taken as a result of the review and fire drills are not recorded regularly. The leadership and staff have a good relationship with parents. Staff are always available to discuss any concerns with parents. The parents spoken to said that their concerns are acted on carefully by staff. This means that children very quickly become relaxed and start learning in the club.

The quality and standards of the early years provision

Children make satisfactory progress as a result of the sound use of practical activities. They develop their basic skills suitably because staff challenge them. A suitable range of activities are planned for each week and a sound range of resources are made available to children. Weekly planning does not record in detail the key skills which children will develop from each activity.

Children's welfare is important to all staff. The children are happy to go to all members of staff. This is because staff give them positive feedback. Children are thoughtfully cared for whether they are in the classroom or in the outside area. Children are kept safe in many ways due to the suitable implementation of policies. They handle equipment safely because staff guide them attentively. Infrequent accidents are dealt with capably because at least one member of staff has a first aid qualification for younger children.

Pupils' personal development is satisfactory because staff care for their individual needs attentively. Children's enjoyment is clearly evident in their participation in all the activities on offer to them. The children learn appropriate manners at snack time. For example, younger ones offer older ones a piece of fruit. They learn satisfactorily about how to eat healthily when they are offered fruit and vegetables and protein at meal time. Children enjoy a drink partway through the session as a result of staff developing routines successfully. They can have a drink of water at any time. They have a sound understanding of how to handle equipment safely. For example, children clear away apparatus and games carefully. Children behave well and concentrate appropriately. With their satisfactorily developed social and key skills they are adequately prepared for the next stage of education.

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