

# Play & Learn at Breadsall Hill Top Infant School

Inspection report for early years provision

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<b>Unique reference number</b>	EY391066
<b>Inspection date</b>	08/09/2009
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<b>Setting address</b>	Breadsall Hilltop Infant School, St. Andrews View, DERBY, DE21 4ET
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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.

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## **Description of the setting**

Play and Learn Out of School Club at Breadsall Hilltop Infant School is one of fifteen settings run by Play and Learn Before and After School Club Limited. It opened in 2009 and operates from rooms within Breadsall Hill Top Infant and Junior Schools, Derby. The out of school club is open each week day from 7.45am to 8.45am and 3.20pm to 6.00pm term time. All children share access to an enclosed outdoor play area.

The out of school club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 39 children may attend the out of school club at any one time. There are currently 11 children on roll. There is one child on roll within the early years age range, who has not yet attended the setting. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation.

There are three members of staff, two of whom hold appropriate early years qualifications to at least NVQ Level 2.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The setting demonstrates a secure understanding of the requirements of the EYFS, to ensure that children's needs are met and their learning and development and welfare is effectively promoted. Sufficient consideration is given to evaluating and reflecting on practice and identifying areas for improvement to benefit outcomes for children. There is a commitment to continue to develop partnerships with parents and other agencies to ensure that children are well supported.

## **What steps need to be taken to improve provision further?**

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

- improve systems used to make decisions on the suitability of staff so that they use evidence from the range of sources detailed in the EYFS Statutory Framework
- review the risk assessment to ensure that it covers anything with which a child may come into contact.

## **The effectiveness of leadership and management of the early years provision**

The setting demonstrates a secure knowledge of issues relating to child protection to ensure that children are safeguarded and appropriate action is taken in the event of any concerns. Suitable checks are undertaken on staff at the time of

appointment to ensure that they are safe to work with children. Consideration has been given to establishing the ongoing suitability of staff, but this has not yet been fully developed.

Suitable systems are in place to evaluate practice and identify areas for improvement. The management team work closely together during the session and share a commitment to make any appropriate changes that will benefit the children who attend. Consideration has been given to different areas, for example, expanding the range of resources including those that promote an awareness of the wider world and training. However, training needs have not been fully explored to identify the types of training sessions that will have the greatest impact on outcomes for children. Consideration has been given to how the setting will include children and parents/carers in the evaluation process.

Sound consideration is given to the deployment of staff so that children are supported throughout the session and their needs are met. Staff are given suitable information at the time of induction and on an ongoing basis of their role and responsibilities. Documents have been prepared so that all of the required information can be gathered to meet children's needs. All of the required policies and procedures are in place. The setting has devised a written risk assessment which covers most, but not all of the areas of the building used by the children. However, staff have a suitable knowledge and understanding of safety to ensure that risks and hazards are minimised to promote children's safety.

The setting places an importance on developing partnerships with parents and carers as well as other agencies that are involved with children who attend. A notice board clearly displays information for parents about the setting. Close links are being forged with the schools where the setting is based and where the children attend. Suitable consideration has been given to how the setting will work with the schools in relation to sharing information about children's learning and development within the EYFS. A strong commitment is given to working with external agencies to support the inclusion of children with special educational needs and/or disabilities.

## **The quality and standards of the early years provision and outcomes for children**

The setting demonstrates a suitable understanding of the learning and development requirements to ensure that children are given appropriate support to progress. A current planning system, which contains appropriate information, will be used to include children within the EYFS. The planning system provides variety and is flexible to meet the needs of children at the beginning or end of the school day. Staff are able to describe how they will support children's individual development needs and provide play opportunities to promote this. Consideration has been given to the different areas of learning and how these will be promoted, for example, by incorporating number skills and counting into games the children enjoy to play. Children's free choice will be encouraged to promote their social skills and independence. Daily outdoor play will be provided to promote children's physical skills with free flow provided between the indoors and the outdoors. The

setting has a range of art and craft materials to encourage children's writing as well as creative skills. Detailed assessment and progress records have been gathered to use with children to record their progress. Some consideration has been given as to how they will be used and when they will be evaluated.

Suitable systems are in place to help children learn about their own safety, which will be extended to ensure younger children learn how to stay safe. For example, staff explain the rules and boundaries when children play outside. Similarly, systems to ensure effective hygiene will be encouraged with the children, for example, hand washing after toileting. Staff follow suitable hygiene procedures throughout the session and procedures have been appropriately considered, for example, excluding children who are ill or infectious. The snack menu contains healthy options to promote children's good health. Staff demonstrate a sound understanding of how to promote and manage children's behaviour, with clear steps when children behave inappropriately. Children will be given reflection time and encouraged to think about the impact of their actions.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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

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