

Bishops Tachbrook Out Of School & Holiday Club

Inspection report for early years provision

Unique reference number	200517
Inspection date	30/10/2009
Inspector	Lucy Showell

Setting address	Bishops Tachbrook C of E School, Kingsley Road, Bishops Tachbrook, Leamington Spa, Warwickshire, CV33 9RY
Telephone number	01926 426 020
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Type of setting	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Bishops Tachbrook Out of School and Holiday Club opened in 1999. It operates from the school hall and has occasional use of other classrooms and the school library within Bishops Tachbrook Church of England Primary School in Leamington Spa, Warwickshire. There is a fully enclosed play area available for outdoor play. The before and after school provision is offered to children attending the school and holiday care for children in the local area.

The provision is registered on the Early Years register and on the compulsory and voluntary parts of the Childcare register. A maximum of 32 children may attend the setting at any one time. There are currently seven children within the early years age range. The setting currently supports children with special educational needs and/or disabilities.

The group opens five days a week during school term times with sessions from 7.45am to 8.45am and 3.15pm to 5.45pm. In school holidays sessions are from 8.00am to 5.30pm. The club is closed over the Christmas holiday and for all public holidays. Children are able to attend for a variety of sessions.

The setting employs seven members of child care staff who work directly with the children on a part-time basis. Of these, two hold appropriate early years qualifications and one member of staff is currently working towards a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Sound relationships are fostered between caring staff and happy children in this welcoming and child-friendly environment. Children's needs are met through the secure partnerships with parents, strong links with the school and a fun and stimulating range of activities which support their individual progress. Staff have adequate knowledge and understanding of the Early Years Foundation Stage (EYFS) and the welfare requirements, however, this is not reinforced through the available documentation which has not been updated and lacks some necessary detail. Staff demonstrate some capacity for continuous improvement through the suitable action taken since the last inspection. However, the organisation have not yet established systems for monitoring practice and self-evaluation and as a result, the identification of strengths and areas for improvement do not effectively inform plans for the future development of the provision.

What steps need to be taken to improve provision further?

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

- provide information for parents with regard to the

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safeguarding children policy and an explanation that parents can make a complaint to Ofsted should they wish (Safeguarding and welfare) (also applies to both parts of the Childcare Register)

- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment)(also applies to both parts of the Childcare Register).

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development
- maintain accessible individual records of the staff members, any volunteers and committee members including information about their recruitment, training and qualifications
- ensure all policies and procedures are updated to reflect current terminology.

The effectiveness of leadership and management of the early years provision

Staff's clear understanding of child protection procedures and knowledge of reporting concerns and dealing with allegations ensures all children who attend the club are safeguarded. Written documentation is in place although it is not easily accessible to parents and does not include information regarding the Local Safeguarding Children Board. Children are aware of their own and others safety. For example, they share space and equipment effectively, are well behaved and are actively involved in devising club rules. Some written risk assessments have been completed however these have not been updated in several years and therefore do not show all the current identified aspects. Children's safety is secured by the checks and actions taken regularly by the staff, such as ensuring the workmen on site do not impact on the children's care, however, no record of these checks is maintained. Appropriate recruitment and vetting systems in place ensure all people working with the children are suitable to do so. However, the records of the staff and committee members do not show clear information regarding training and qualifications which impacts upon the ease of contingency arrangements.

Most staff have a clear understanding of their roles and responsibilities and an enthusiastic manner with the children who attend. Valuable knowledge of individual children, gained through the various roles held within the host school, enables all children's needs to be met effectively. For example, staff working as support assistants to children with special educational needs and/or disabilities share helpful information with parents, teachers and other professionals for consistency in practice. There is adequate communication throughout the

organisation supported by some committee members, who are also parents, working directly in the club. This provides opportunities for practical knowledge to be gained which can then be shared at regular committee meetings. However, a whole setting approach has not yet been adopted to encourage a culture of reflection and self-evaluation. Consequently, the club's strengths or priorities for development that will improve the quality of the provision for all children are not clearly identified and, although some staff are encouraged to improve their qualification levels, regular staff appraisals are not carried out to ascertain individual training needs.

Parents are involved at the club through daily discussions with staff and the ability to offer opinions by using the suggestions box in place. Colourful displays present examples of the children's work and necessary registration and insurance documents. Staff have worked hard to prepare a parent booklet which includes some useful information regarding activities, daily routines, club contact details and a reasonable complaints policy, however, it does not include an explanation that parents can make a complaint to Ofsted should they wish or a policy statement for safeguarding children.

The club is well resourced providing various activities and opportunities for the enjoyment of all children present. Only a small percentage of children who attend before or after the normal school day or in school holidays are within the early years age range. However, the staff ensure that the provision for older children does not impact upon their care through effective ratios, good use of space and appropriate experiences available. Appropriate steps are taken to ensure resources and the environment are sustainable. For example, staff recognise the importance of sourcing a variety of good quality durable equipment and children are learning to respect this as they help to tidy up.

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

Children are keen to enter the club greeting each other as they arrive and receiving a warm welcome from the staff. The opportunities available complement the structure of a school day offering a flexible and mainly child-led atmosphere which supports learning across all areas of development. Staff share their knowledge of the children's starting points which they gain from working within the school and talking to parents. For children who do not attend the school, staff speak with parents and the children to find out about preferences and abilities to ensure suitable activities are available. During school holidays staff plan a variety of age and ability appropriate experiences based on ideas from the children and around suitable themes.

This week is 'Spooky Week' and children enjoy many creative opportunities and have helped to plan a Halloween party. Throughout the week children have made decorations for the hall and to take home. They interact well with each other taking time selecting the materials they need, asking politely and sharing scissors, sticky tape and pens as they make spiders, webs and hanging bats. Older children help the younger ones to stay safe whilst cutting through pipe cleaners and hold

pieces together which are then secured in place. When they have finished they take pride in placing them on the wall for displays or lay out on the side to take home. At the party they enjoy a variety of party games ensuring there is plenty of space to dance around and taking turns to be an extra judge once they are out. Older children look after the younger ones who show awareness of their own safety and know that 'the big ones need to be careful because I am only little', and are often given an extra chance if they move a little after the music stops.

The hall provides plenty of space for children to relax after a busy day including a quite area laid out with large soft cushions, access to books, music or a space to chat with friends. There are football, air hockey and pool tables that are put out when requested and several tables and carpets set out ready for the children to use. They freely choose from a row of cupboards which open for children to select from and include resources such as construction, dressing up, role play and a good range of board games. If they prefer, children can ask staff to collect items from the large storage cupboard and often ask for specific equipment which is then provided. Games consoles are available at selected times throughout the sessions and children arrange between themselves to take turns fairly.

Outside children enjoy the wide spaces and permanent equipment available. They make up stories and play different roles on the pirate ship or trip trapping over the bridge. Some sit quietly on benches and in large tyres chatting or listening to music whilst others select equipment such as footballs, hoops, bats and balls. Staff encourage quieter children to join in by playing skipping games or taking turns to kick a ball and offer challenges by asking children how many times they can bounce a ball against the wall or skip over the rope.

Children demonstrate a growing awareness of their own health and hygiene needs. They are independent with toileting skills and automatically wash 'the germs off' when washing hands. Staff and children are very aware of any special dietary needs the children may have and are able to choose appropriate items from those available. They select from healthy snacks such as fresh fruit, vegetable sticks and yoghurts and freely access water when they want. During the holidays, they are encouraged to bring healthy foods in their lunch boxes and the emphasis on healthy eating continues on party days as the children select treats to take home, having only the occasional one at the setting.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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:

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 (Safeguarding and welfare). 13/11/2009

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 (Suitable premises, environment and equipment). 13/11/2009