

Can Play - Bluecoat

Inspection report for early years provision

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Inspector Alex Baxter

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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.

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Description of the setting

CAN Play - Bluecoats is an after school club based in the Pilton Bluecoats Junior School, Barnstaple. It is run by Community Art Network, a Bideford based organisation which runs a number of after school and holiday clubs in North Devon. The setting opened in 2003 and provides after school care for children from the host junior school, the adjacent infants school and nearby secondary schools. The setting enjoys good links with all its feeder schools. The setting is on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The setting is open from 15:10 to 18:00 on Mondays to Fridays, during school term times only. Children use the school hall, the semi-enclosed courtyard adjacent to the hall, the playground and playing field. There is suitable disabled access to all areas both inside and outdoors. There are currently 18 children on roll aged from four to 12 years. At the time of the inspection, there was one child in the early year's age group. There are three members of staff who work with the children and all hold relevant qualifications. Two staff have National Vocational Qualification at Level 3 and the third member of staff has completed one year of an early years diploma course.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

CAN Play-Bluecoats makes good provision for children in the Early Years Foundation Stage and for older children. The setting is fully inclusive of all children and, in particular, staff are very skilled in supporting children with special educational needs and/or disabilities. The learning for all children is enhanced through good quality, challenging and fun activities. The setting has addressed the issues of the previous inspection and has a sound capacity to continue future improvement.

What steps need to be taken to improve provision further?

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

- accelerate further the children's good progress by implementing more formal systems for assessing their progress and for evaluating the effectiveness of the setting's provision
- ensure that accident reports are signed by parents to confirm that parents have been informed
- inform Ofsted directly that the setting has always provided care for children up to 12 years of age.

The effectiveness of leadership and management of the early years provision

Leadership has soundly ensured the sharing of a commitment to monitoring, self evaluation and planning for continual improvement.

The learning for all children is enhanced through the provision of a wide range of good quality, challenging and fun activities. Staff make effective use of the host school's good quality resources and spacious indoor and outdoor facilities to promote children's good health and physical activity. Staff use the setting's own computer selectively and in rotation to provide interest and to support individual children in their learning. The staff promote equality and diversity well, for example, by moulding learning activities around the topics that children are currently studying in school. In addition, during the inspection, the manager encouraged children to play and talk about dolls dressed to reflect different ethnic backgrounds, thereby promoting well the children's awareness of culture. The setting has addressed the issues of the previous inspection and has a sound capacity to continue future improvement.

The manager ensures that good practice is underpinned by well-founded, up-to-date policies and procedures. These are implemented diligently by staff so that, for example, the children's welfare is safeguarded effectively. In particular, robust checks are made to ensure the suitability of adults for working with children. The staff set out equipment and learning resources carefully before the start of each session and model consistently good social and learning skills to involve children in meaningful learning and play. All staff are experienced and have undergone appropriate training, which includes, for example, training in first aid.

The experienced manager has a good understanding of the setting's strengths and weaknesses. She has ensured that the necessary improvements recommended in the previous inspection have been made. These include assessing the risks associated in using the premises and providing a healthier balance of food and drink during snack time. The methods that staff use to assess children's progress and to evaluate the effectiveness of provision are too informal however, and are not systematic enough to sustain good improvement. Even so, the setting has addressed the issues of the previous inspection and has a sound capacity to continue future improvement.

There is a good partnership with parents. Parents are kept well-informed and value the open door policy. In particular parents of children with special educational needs and/or disabilities praise the skills and sensitivity shown by staff in meeting their children's needs. Staff record and evaluate all accidents appropriately. At times though, they have not always obtained a parental signature to check that the necessary information has been shared. The setting has been inspected previously to care for children up to the age of 12 years, but its certificate has not been updated to show this.

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

Children, including those with special educational needs and/or disabilities, make very good progress in all the areas of learning and achieve well. They learn through interesting, practical activities such as art and drawing. Staff support the children and match the tasks effectively to their needs and interests. As a result, children enjoy their learning, feel safe and contribute well in all activities, for example, when staff join in with football or with 'hide and seek' in the playground areas. In one session the staff were seen to question the children about where best to hide and this constantly kept them usefully engaged and promoted enjoyment. Assessment is informal with staff mentally noting the children's responses and acting upon them. However, assessments are not recorded sufficiently to make sure that 'next steps' in learning are known fully to all staff and are then able to be used to quicken the pace of learning even more.

The children's welfare is promoted well. Staff consistently and effectively model good behaviour and consideration for others. Staff ensure that snack time is supported by routines and high expectations of good manners and good hygiene. For example, staff regularly remind the children of the need to wash their hands before handling food and skilfully encourage older children to show care for younger children. As a result, children behave well, show kindness to others, take turns and develop a good understanding of health and safety. Physical activity both indoors and outdoors is a popular choice. By using a parachute indoors, for example, children contribute well to their own and each other's learning and develop good social and team skills. By the time they leave children are well-prepared for the next stage of their learning.

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?	2
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?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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