

Brook Babes-Bramham Out Of School Club

Inspection report for early years provision

Unique reference number	EY321134
Inspection date	29/09/2009
Inspector	Anthony Anderson
Setting address	Bramham Primary School, Bramham Road, Clifford, Wetherby, West Yorkshire, LS23 6JQ
Telephone number	01937 843682
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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

Brooke Babes-Bramham Out of School Club is privately owned. It opened in 2006 and operates from a classroom in Bramham Primary School in Bramham, Leeds. It is open each Tuesday, Wednesday and Thursday from 3.15pm to 6pm, term time only. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children under eight years may attend the setting at any one time. There are currently 24 children on roll, of which five are within the Early Years Foundation Stage and seven are over eight years of age. The setting supports children with special educational needs and/or disabilities. Four members of staff work directly with the children. One manager holds a qualification at level 3 in childcare and at level 4 in early years management; the deputy manager holds a qualification at level 3 and is working towards a management qualification; one assistant has achieved Early Years Professional Status. The club works closely with the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are developing in confidence and self-esteem in this warm and friendly setting. Staff know the children well and generally meet their needs well through regular observations of their progress, which are used to highlight the next steps in their learning. Regular analysis of the setting's strengths and areas for development is having an impact on embedding ambition, and in steering the drive towards continuous improvement. Partnership with parents, external agencies and the host school are key strengths which support children's learning and development. Management demonstrate a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- improve assessment systems further by consistently using information gained from observations to inform children's next steps in their learning across all areas of learning
- develop evaluation systems by setting clear measurable targets which bring about further improvement to the provision and outcomes for children.

The effectiveness of leadership and management of the early years provision

Effective vetting and safeguarding systems and procedures help to protect children. Recruitment systems are fully in place, and help to ensure that all adults are suitably qualified and trained. Policies and procedures for welfare and care, including first aid, regular fire evacuation drills and the undertaking and recording

of risk assessment, are good overall.

Children make good progress as a result of regular observations of their activities, and the dedication of staff who work together well to plan and provide a varied and interesting menu of meaningful topics and learning resources. Parents are regularly informed of their child's progress and of the setting's future plans through newsletters, and an abundance of helpful information on the parent's notice board. Partnership with external agencies and the host school is good, and this helps to support children's enjoyment and progress.

The setting's systems of self-evaluation and regular review are developing well. Frequent staff meetings and day to day observations of children's learning and development inform a positive drive for improvement. However there is a lack of clarity in how the success of targets and priorities are measured. The promotion of diversity was raised as an issue at the last inspection. The setting has suitably addressed this issue, for example, by the effective use of a large display highlighting the celebration of world faiths which is used well to support knowledge and awareness of differences.

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

Children enjoy their regular visits to this well-resourced and friendly setting. Each child's needs are well catered for including those with special educational needs and/or disabilities. Children behave well and make positive contributions to the success of the setting, by showing respect for each other and for the helpful staff. They learn to take turns and to share their toys and games. Children thoroughly enjoy a nutritious and well-balanced evening meal in the school dining hall. This daily routine is used very well by staff to encourage children to socialise, and to learn more about healthy eating and a balanced diet. Children are provided with a good range of play options. Most choose to play outside where a good range of resources such as hoops, bats and balls are available to promote fun and enjoyment. Regular checks by management on the safety and suitability of both internal and external equipment and accommodation enhance children's feelings of safety and well-being.

The layout of the setting is well planned. It is organised into exciting activity zones and day to day planning effectively links activities to the six areas of learning. For example, children enjoy visiting a well designed mathematics zone with various number games and challenges. In addition they make up their own games in the role play area which includes a fruit and vegetable shop complete with cash till, pretend money, and fully marked up items for sale. These activity zones are used well to support children's learning and development. Tracking and progress records are good overall but are not always fully linked to the six areas of learning. Consequently, a few opportunities are missed to ensure that children's next steps of development are consistently planned for and acted upon. This well-planned provision has a positive impact on children's welfare and learning and in their development of future skills.

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	2

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	2
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	2
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