

# Great Bridge Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	255162
<b>Inspection date</b>	01/12/2009
<b>Inspector</b>	Jackie Nation

<b>Setting address</b>	Toll End Road, Tipton, West Midlands, DY4 0HP
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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

Great Bridge Out of School Club opened in 1992. It operates from designated rooms within a community centre building in the Great Bridge area of Sandwell. Children have access to an enclosed outdoor play area. The premises are easily accessible.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for maximum of 36 children aged from three years to under eight years at any one time. Older children also attend the setting. The setting is open before and after school during school term times from 8.00am until 8.45am and after school from 3.00pm until 5.30pm. During school holiday periods the setting is open from 8.00am until 5.30pm. Children attend a variety of sessions. There are 43 children on roll, four of whom are currently within the Early Years Foundation Stage (EYFS).

There are three members of staff, two of whom hold appropriate playwork and childcare qualifications. A member of staff is completing appropriate training and two volunteers with relevant experience also work at the setting.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at this welcoming and friendly setting where they make sound progress in their learning and development. Partnerships between parents, carers and other providers of the EYFS work well, they regularly share information to ensure all children are included and their individual needs are met. Most of the required documents are in place, although some lack the required detail. The setting is in the early stages of their evaluation of the provision, they have made improvements since the last inspection and demonstrate a capacity to maintain continuous improvement.

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

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

- ensure a record of attendance, including the hours of attendance is consistently recorded for children, staff and visitors on a daily basis, (Documentation; also applies to both parts of the Childcare Register).
- 15/12/2009

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

- develop further the use of self-evaluation and quality improvement processes as the basis of ongoing internal review

- ensure that information obtained from parents in advance includes information about who has legal contact with the child and who has parental responsibility for the child
- develop further the record of risk assessment to include all aspects of the provision, any action taken following a review or incident and for all outings
- review the procedures for ensuring the ongoing suitability of all adults looking after children, or having unsupervised access to them.

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

Safeguarding procedures are secure; staff are suitably trained and know what action to take in the event of a safeguarding issue. The setting has established clear management responsibilities in relation to child protection including relevant designated staff. A written safeguarding policy is in place, implemented effectively and shared with parents. There are suitable systems in place for the safe recruitment and selection of staff working directly with the children. The required checks have been carried out to ensure staff are suitable to look after children and have appropriate experience and qualifications. However, there is no system in place to check the ongoing suitability of staff to ensure this remains so. Risk assessments and safety checks are in place, but do not cover all aspects of the setting used by the children or for each specific outing undertaken with the children. Most of the required documentation is in place, however, the setting have not obtained information from parents about who has legal contact with the child and who has parental responsibility for the child, to fully protect children's welfare. The premises are secure and consideration has been given to the deployment of staff to ensure children are supported through the session; staff are vigilant and make sure children are always well supervised. However, the daily record of attendance for children, staff and visitors is not consistently recorded. This potentially compromises the safety of children and adults in the event of an emergency.

There is a common sense of purpose between staff who work well together to ensure all children are included and have the opportunity to achieve as well as they can. Staff are able to demonstrate how they support children's learning and development, through observations, assessments and planning. Staff suitably promote equality of opportunity; resources and activities are open and accessible to all children to help them make progress and enjoy their time at the setting. Partnership with parents and carers is good. Parents are welcomed into the setting and there are opportunities each day for informal discussions about their child's care and well-being. Parents are encouraged to share what they know about their child before they start, to ensure children's individual needs are met. The setting has forged links with other providers of the EYFS to ensure continuity of care and learning. Parents' views are welcomed and respected. Parental support for the setting is strong and parents spoken to at the time of the inspection speak positively about the provision and the friendly staff team.

The recommendations from the last inspection have been implemented effectively and this contributes to improved outcomes for children with regard to their welfare

and well-being. The manager has given some consideration as to how she will evaluate the quality of the provision. However, these systems are new and have yet to be consolidated and evaluated to ensure ongoing continuous improvement.

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

Children enjoy attending this setting and are provided with effective opportunities to support them in making sound progress in their learning and development. Children benefit from the organisation of the environment which gives them plenty of space to move around, indoors and outdoors, be independent and make choices about their play. Staff recognise that children learn through play and provide a balance of adult-led activities to support children's achievement and enjoyment. The planning system is flexible and staff talk to children about their individual interests, play preferences and preferred activities.

Children and staff get on well, staff treat children with respect and clearly enjoy their company. This ensures positive relationships are formed and children's emotional and social needs are supported. Children's literacy skills are supported as staff sit with younger children and help them link sounds and letters while they look at books together. Children improve their speaking and listening skills during adult-led activities, such as cooking, and art and craft activities linked to the Christmas theme. Children develop their imagination well and like to invent their own games. They organise plays and puppets shows where they take on different roles and characters. Children have opportunities to use numbers and develop their problem solving skills while completing puzzles, playing dominoes, board games and constructing with bricks. A range of suitable resources are provided for children to develop their creative skills, for example, junk modelling, painting, and making clay and salt dough models. Children use a wide range of information and communication technology equipment to support their learning, promote their physical development and have fun. Children's awareness of good health is encouraged through planned activities, such as healthy eating. They like playing outdoors where they play football and use a range of equipment to develop their physical skills and confidence. Children's awareness of a wider society is developed through discussions about their families and special events in their lives. This helps children learn about similarities and differences, to value aspects of their own lives and the diverse society in which they live.

Staff place a strong emphasis on play, having fun and building positive relationships. Children behave well and are supported to develop good habits of behaviour, for example, staff give children the opportunity to talk about issues and time to reflect on any inappropriate behaviour during the session. Children are confident and readily approach staff for reassurance, comfort or support when required. They develop an understanding of dangers and how to keep themselves safe. Children wear high visibility jackets as they walk to and from school and practise the emergency evacuation procedures with staff. Children are cared for in a clean environment and effective hygiene routines followed by the staff and children help to minimise the risk of cross-infection. Staff have completed first aid training to ensure children are cared for appropriately if they have an accident.

Children are provided with a snack after school, for example, toast, crisps and fresh fruit. They have access to drinking water throughout the session to ensure they remain hydrated. Staff ensure strategies are in place to help children develop skills that contribute to their future economic well-being through opportunities to enhance their communication, literacy and numeracy 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

<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	2

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

The quality of the provision in the Early Years Foundation Stage	3
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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	2
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 (Records to be kept). 15/12/2009

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 (Records to be kept). 15/12/2009