

Bramley After School Club

Inspection report for early years provision

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Inspector	Beryl Richmond
Setting address	Bramley C of E Primary School, Bramley Lane, Bramley, Tadley, Hampshire, RG26 5AH
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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

Bramley After School Club provides after school care for children attending Bramley Church of England Primary School. It has been registered since July 2000. It operates from the school hall within Bramley Church of England Primary School and at times also uses some of the classrooms. It has the use of a very extensive secure outdoor area, which includes the school playground and field. It is accessible for people with disabilities. Links with the primary school have been established.

It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged under the age of eight years may attend at any one time. Currently there are 68 children on roll, of whom 22 are aged from four years to eight years and two who are in the early years age range. The club opens every weekday during school term time from 15:10 until 18:00. The setting welcomes children with special educational needs and/or disabilities and those who speak English as an additional language.

There are twelve part-time members of staff who work with the children, three hold Playwork NVQ level 3, one holds Playwork NVQ level 2 and one is working towards level 2. Other members of staff work with the children when the number of children require them to do so. The setting receives support from a local authority childcare development worker. The club is a member of the 4 Children Network and is a registered charity.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled as they enjoy a wide range of activities and games in a friendly atmosphere. The needs of all children are taken into consideration and they are able to make choices about what they would like to participate in. Teamwork is strong and relationships are warm and positive so that children develop confidence and independence. Partnerships with parents are very strong and successful. The setting is not complacent and consequently it has improved well since the last inspection and has good capacity to improve further.

What steps need to be taken to improve provision further?

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

- improve the use that key people make of children's assessments to plan for their learning
- provide information and communication technology equipment and plan for its use to develop the skills children will need for their future lives.

The effectiveness of leadership and management of the early years provision

Staff ensure that the club runs smoothly on a daily basis. There are excellent policies and procedures in place to ensure children's safety. For example, the setting immediately checks with parents if an expected child does not attend. All staff are trained in child protection and rigorous recruitment procedures are followed. There is a strong commitment to the personal development of staff through regular appraisals and opportunities for training. The building and grounds are secure to prevent uninvited visitors and children are very well supervised at all times. To ensure children's safety, daily risk assessments are carried out. There are also regular health and safety checks and fire drills.

Parents are provided with a very useful leaflet, which summarises information on key policies and procedures and regular newsletters are emailed to their homes. The setting welcomes parents' comments through surveys and through regular conversations about children's progress. These demonstrate that parents are very happy with what the club offers to their children; on some evenings the club is oversubscribed.

Links with the primary school are well established, including strong links with the staff who work in the reception class. A member of the school's reception staff, who knows the children well, works in the club. This provides very good continuity in the children's development. Staff have a positive attitude towards equality and diversity; all children are valued and fully included in all the activities of the club. A wide range of resources are available and easily accessible.

The areas for improvement identified at the last inspection have been addressed well. Parents are now fully informed about complaints procedures. The setting evaluates its provision well, for example, it identified that the outdoor area needed improvement to better meet the needs of the children. However, it recognises that it would be useful to record this information more systematically and have already started to develop this further.

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

Children are very well cared for. The older children model excellent behaviour. They are polite, helpful and friendly to the Early Years Foundation Stage children. They enjoy each other's company and play in small groups, well supported by staff. There are many opportunities for speaking and listening through conversations at teatime, playing games and creative activities, like drawing. Staff regularly question and interact with the children to develop their language skills. Children have access to worthwhile activities as soon as they arrive in the club. They are responsible in various ways, particularly by being kind to each other and using resources in a sensible way

The club has a good range of resources that meet the needs of the various ages of

the children who attend. It makes good use of a loan service to borrow role-play resources, which the children enjoy, trying to provide, where possible, resources that match children's interests. For example, a small train set was obtained for a boy who particularly enjoyed playing with trains. Staff have been trained on how to assess children's progress and make useful notes to record it in the various areas of learning of the Early Years Foundation Stage. However, it is not always clear how the key person uses this information to plan for the child's development.

A range of fun activities is planned to address the areas of learning in the Early Years Foundation Stage. For example, children practise their mathematical skills by playing board games. Staff also regularly provide activities that help children develop an understanding of a range of cultural backgrounds, such as Chinese New Year, Diwali and Christmas. When the opportunity arises, children are encouraged to share their own cultural backgrounds. Routines are well understood, as are expectations for behaviour.

Children's personal and social development is supported well through many opportunities, including through sitting at the table to eat tea. Physical skills are developed very well through the value placed on opportunities to be active in the outdoors and through indoor physical activities, like playing with a soft ball. The importance of good personal hygiene, for example, washing hands before eating food and after using the toilet is well understood. Children eat a healthy tea and water is freely available. Opportunities for children to develop their knowledge and understanding of the world through the use of information and communication technology are not yet fully in place although the setting has now ordered laptop computers to address this need. Children are respectful of each other and listen well when gathered together in a large group. Staff and children work together very well to make the time in the after school club a successful and safe experience and this helps to prepare them for their future.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	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