

Bridgewater Out of School Club

Inspection report for early years provision

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EY298061

Inspection date

19/10/2009

Inspector

Steven Hill

Setting address

Bridgewater Primary School, Bridgewater Drive,
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Telephone number

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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

Bridgewater Out of School Club, known as Woody's, was registered in 2004. It operates from Bridgewater Primary School and is situated in a residential area in the town of Northampton. The club normally has use of accommodation in the school for art and craft, games, snacks and general activity. There is currently a hiatus in this provision, as the school no longer has access to the rooms that were available at the last inspection. The club currently operates from a 'studio' in the school, and on most days has the use of the school hall, and a large area of the school field. The club is registered for 32 children under 8 years of age and there are 32 children aged between four and 11 who attend at any one time. Staff are appropriately qualified to support young children. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Five children in the Early Years Foundation Stage attend currently. The setting is able to support pupils with special educational needs and/or disabilities and those who speak English as an additional language. The sessions are from 7:45am to 9:00am and from 3:15pm to 5:45pm from Monday to Friday during term time. The accommodation provides access to children and adults with a disability.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Bridgewater Out of School Club makes good provision for children. It meets the needs of children in the Early Years Foundation Stage well. Practice is firmly based on tailoring provision to children's needs and interests and on excellent systems to inform and consult with their parents. Great care is taken to ensure children's safety and they thoroughly enjoy their time at Woody's. The staff are working very effectively to maintain the good level of provision whilst they are working in temporary accommodation. The setting is well placed to maintain continuous improvement in the future.

What steps need to be taken to improve provision further?

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

- provide a clearer document to outline the procedures to be followed in the event of allegations being made against a member of staff
- revise the arrangements at the start of the afternoon session so that children do not have so long to wait before becoming actively engaged in activities
- use the information from self-evaluation to identify and address long-term priorities more clearly

The effectiveness of leadership and management of the early years provision

The setting is well organised and functions very smoothly on a day-to-day basis. Resources, including staff and the available accommodation are deployed well to help maximise children's development and happiness. The ambition to improve and provision is embedded well with all staff. The club has very good arrangements to obtain parents' view and to keep them well informed about what is happening. Responses from parents show they are very happy with what is provided for their children, and parents are clearly very comfortable about chatting to staff when they collect their children. The views of children are also sought on a continual basis, both formally and informally. This information feeds very effectively into modifying provision and systems, and strongly supports the club's good self-evaluation procedures. On a day-to-day basis, staff respond quickly and positively to issues that arise, whether raised by parents, children or through their own observations and reflections on provision. However, the setting's formal self-evaluation does not build sufficiently on its clear understanding of itself to make long-term plans for improvement, for example in how it will deal with the possible outcomes of accommodation provision when this is resolved. Good procedures are in place to promote equality and celebrate diversity. New staff are very well supported by the supervisor, who makes sure they are well briefed in the club's systems as well as on the day's plans. Procedures to keep children safe are of a good quality and consistently implemented by staff. The secure systems in place have a strong impact on children's happiness and learning. Procedures are constantly reviewed to ensure that children are kept safe, and the appropriate systems are in place to ensure that staff are suitable to work with young children. There are very good links with the school, particularly with the Reception classes, so that the activities in the club can complement children's learning in the school. The issues that arose at the last inspection have been dealt with well. However, procedures for dealing with allegations against staff are not easy to follow, as different aspects are recorded in different documents.

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

Children make good progress in their learning and development and feel safe and relaxed in the club. They are developing their skills for the future well. Positive relationships with staff make a major contribution to children's happiness and enjoyment, and the adults are quick to spot any children who are concerned or upset, dealing with them sympathetically and effectively. Relationships between children are good and they play together cheerfully, sharing ideas and equipment sensibly. The positive contribution of older children also helps those in the Early Years Foundation Stage to make progress. The older children often help younger ones, join in their games and are very caring towards them, particularly if they fall over or seem worried. This secure environment helps children to make a strong contribution to the community through expressing their views in the confidence that they will be respected. They make a major contribution, along with older children, to fund-raising for those less fortunate than themselves, for example

through their market project for Children in Need. Staff prepare an interesting range of activities for children, in which they become completely absorbed. There is a good balance between lively play outside or in the hall, and quieter, more reflective activities in the studio. However, at the start of the after-school session, children often have to wait too long to become involved in active play, because of the time taken to get everyone into the studio and then take the register. Regular observations of children's play feed into useful assessments, which are used in turn to plan further activities matched to children's needs and interests. The club places a good emphasis on healthy lifestyles, encouraging children to wash their hands when appropriate. Children take full advantage of the snacks available, which include several kinds of fruit, and fresh drinking water is always available. Staff successfully encourage children to be independent, choosing toys and equipment for themselves, and helping themselves sensibly to snacks and water.

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	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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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