

# YMCA After School & Breakfast Club

Inspection report for early years provision

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**Unique reference number** 133110  
**Inspection date** 11/11/2009  
**Inspector** Fiona Robinson

**Setting address** Moorlands Infant School, Moorfield Road, Oldfield Park,  
Bath, BA2 4ET

**Telephone number** 01225 314032

**Email**

**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**

The YMCA Out of School Club operates from the dining hall in Moorland's Infant School, Moorfield Road, Bath and serves the local area. The group has access to a spacious outdoor play area and to the hall and toilets. There is ramped disability access to the setting. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The group is registered to provide care for 26 children aged between four and eight years old. There are 69 children on roll, of whom 20 are under five years. Older children up to 11 years attend the setting. The club provides before and after school and holiday care. Children attend a variety of sessions each week. The setting provides care for children with special educational needs and/or disabilities. One-to-one care is provided where appropriate.

The before and after school club opens five days a week throughout the year. Sessions last from 7:45am to 9:00am and 3:00pm to 6:00pm. In school holidays sessions run from 8:00am to 5:00pm. There are three staff members working with the children at any one time, two of whom have early years qualifications. Volunteers work alongside staff. There are seven staff available for the before and after school club and holiday care.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The overall effectiveness is good, because children enjoy the activities and behave well. Staff take into account their individual needs and interests and they are fully included in well-planned activities. The children's safety and well-being are promoted very effectively. Partnerships with parents and the host school are good and information is shared well. The manager and staff are keen to improve the quality of care and education provided for the children. They demonstrate a good capacity for improvement.

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

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

- develop assessment procedures for the children
- develop the use of technology in the setting

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

Staff have an excellent understanding of safeguarding issues and children are cared for in a very secure environment. Risk assessments are rigorous and cover all aspects of the provision, including the safe transportation of the children in the

minibus. Fire drills are practised regularly and daily safety checks ensure the environment is safe for children's play. They benefit from the safety rules put in place by staff and are well supervised at all times. Collection procedures are robust and security is given a high priority.

Relationships with parents are positive and friendly and feedback from parents is good. They say their children like coming to the club and benefit from a wide range of activities. Information is shared effectively through newsletters, informal discussions and the parent's notice board. Staff are experienced at caring for children with special educational needs and/or disabilities and liaise regularly with the children's parents and staff at the settings they collect children from. The setting enjoys good relationships with the host school and the club benefits from the use of its facilities, including the hall and the outdoor environment.

The club is well led and managed. Good self-evaluation systems ensure that the views of parents and children are taken into consideration when planning activities. The staff regularly attend staff meetings and training. Regular appraisal of staff are carried out and they demonstrate a good capacity to improve in the future through strong teamwork and the ability to build up a good range of activities in a spacious, well organised environment. The manager and staff actively promote equality and diversity. Children are fully integrated and play sensibly. Resources are used effectively to meet the needs of the children. The manager and staff have high expectations about securing improvement and regularly monitor activities. They consider their main strength as the ability to utilise their specialist areas and diverse backgrounds to enrich the children's experiences. Their main areas for development are to extend the use of technology in the setting and develop effective systems for assessing the children's achievements.

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

Children are cared for within a welcoming and inclusive environment. They settle very well and enjoy learning through play and practical activities. Staff regularly meet to plan activities and share observations. An effective key person system ensures that children experience continuity of care. The staff regularly evaluate the work of the children but have not yet fully developed effective ways of recording their achievements.

Children's health is promoted well through healthy eating and physical exercise. They are encouraged to make healthy choices at snack time such as fruit and yoghurt. They make independent choices from healthy snacks and freely access drinks. They develop a good knowledge of keeping safe as they make their own pizza and soup. Children enjoy playing football and dodge ball. Support for children with special educational needs and/or disabilities is good, because staff encourage the children to join in the activities and team games. They all benefit from having clear rules and boundaries called golden rules. Children have made a positive contribution to the setting by helping to compile these. Children are well behaved because expectations are high and they co-operate well.

Children enjoy coming to the club and benefit from a comprehensive selection of well-resourced activities throughout the session. They develop their creative skills well as they make collages and bonfire night pictures. Personal development and language skills are promoted well with staff encouraging the children to play table top games and make clay models. They co-operate well when playing parachute games and enjoy exploring their local environment and park. Independent choices are made as they make hats and creepy cupcakes for their spooky party. They have more limited opportunities to use technology in the setting. Children enjoy problem solving games and benefit from talks from the police about keeping safe. They are keen to experience food tasting and learn about life in other countries such as Spain, Turkey, America and Germany. Overall, children develop their independence well and are well prepared for life outside the school day and the next stage in 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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