

# Axbridge Community Care Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY262559
<b>Inspection date</b>	01/03/2010
<b>Inspector</b>	Rachael Williams
<b>Setting address</b>	Moorland Street, Axbridge, BS26 2BA
<b>Telephone number</b>	01934 733091 or 07708982481
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Axbridge Community Care Out of School Club opened in 2002. It operates from a single storey cabin on the grounds of Axbridge First School in Somerset. Children attending are mainly from Axbridge School but children also attend from the local middle school. The group opens for breakfast club from 8am to 8.50am and the after-school club from 3.15pm to 5.45pm from Monday to Friday during school terms. Axbridge Community Care Club have access to the First School's grounds which have several play areas including an outdoor playground with play equipment.

The out of school club is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of 16 children aged from four to under eight years; older children may also attend. There are currently 34 children aged from four to nine years on roll; of these, six are within the early years age group. Children may attend for a variety of sessions.

The owner, who has a level 3 early years qualification, employs three members of staff to work directly with the children; of these, two practitioners have level 2 or above early years qualifications while the third member of the team is working towards a level 2 qualification.

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

Overall the quality of the provision is satisfactory.

Positive relationships have been established with the children; hence they are confident and have good self-esteem. Children make independent choices and make satisfactory progress in their learning and development. There are sound systems in place to ensure children's welfare is satisfactorily promoted. Past inspections have influenced the group's self-evaluation systems to ensure outcomes for children have improved and future improvements address practitioners developing their knowledge of the Early Years Foundation Stage through appropriate training.

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

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

- ensure records to assess the suitability of staff include the unique reference number of CRB Disclosures and the date they were obtained, and that they are readily available (Suitability of adults) (this also applies to both parts of the Childcare Register)
- 19/03/2010

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

- develop further systems to risk assess anything children come in contact with in order that actions taken to minimise risk to the children are documented and regularly reviewed
- ensure assessment arrangements clearly identify children's learning priorities in order for appropriate challenge to be promoted
- develop consistency in hand washing arrangements so that the spread of infection is minimised.

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

Children are cared for by suitably qualified and experienced staff who also work within the school. However, vetting arrangements are not robust enough, with particular regard to ensuring that records demonstrating checks have been completed are accessible on the premises. This is a breach of specific legal requirements. Children are supervised appropriately and a daily attendance record ensures that ratios are maintained. A basic risk assessment listing daily checks is available, however, this does not identify the actions staff have taken to minimise risks to the children, for example, the use of fire prevention and detection equipment and the use of a chain to prevent intruders accessing the outdoor area unnoticed. Appropriate systems have been established to ensure children are collected by a suitable adult. For instance, staff have initiated a password system. The designated member of staff responsible for child protection issues has a sound knowledge through her recent training to ensure that appropriate steps are taken to secure children's well-being should an incident occur.

Appropriate partnerships have been established with the school to ensure that information is triangulated between the out of school club, reception teacher and parents to develop effective continuity in children's care. A home link book has recently been established to ensure communication between all parties. Parents receive relevant information via the notice board and relevant policies and procedures which are regularly reviewed and updated. Respectful relationships have been established with the children to ensure their individual needs are met and that their individuality is acknowledged and recognised in an inclusive provision.

Positive steps have been taken to secure improvements identified in the last inspection. Through training and staff meetings, practitioners are improving their knowledge of the Early Years Foundation Stage. Observations are beginning to reflect what the children know and can do, although learning priorities are not fully identified in order to influence future planning. Evaluation systems are beginning to evolve, for instance, to include children and parents through the use of a questionnaire, although impact on the children has yet to be analysed. The staff have identified future plans to improve, such as further training and discussing issues arising to ensure continuity in care, learning and development.

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

Children make satisfactory progress in their learning and development. Children are able to make decisions about their play and select appropriate resources and games to enhance their imaginative skills. For example, children play co-operatively using the pop-up tents and tunnels; they negotiate rules effectively to ensure all are included. Staff supervise children's play and interact when needed to ensure their safety, for example, to remind them of boundaries when local residents walk through the play area to maintain their safety. A good range of equipment is provided to challenge children's physical skills. Children show good Information and Communication Technology skills as they use remote controls, a keyboard and a mouse to operate technology such as computer consoles. A scrapbook of photographs shows children's engagement in a wide range of activities, which is shared with parents, such as engaging in cooking activities related to the Jewish festival of Hanukkah. Positive relationships are established with the children. Children are able to talk about their day and freely discuss their feelings in a respectful atmosphere. Children behave well as they are clear on expectations and boundaries.

Arrangements to secure children's progression are being developed, for example, play observations and learning journeys have been initiated. As yet, these are not consistent for all children to clearly identify learning priorities to ensure that children are appropriately challenged according to their stage of development. Through liaison with the reception class teacher, staff are aware of children's starting points and capabilities and use these to influence planned activities.

The provision is well-organised, providing children with the opportunity to be physically active or to relax after their day at school. Children are offered a beverage and are able to make healthy choices, for instance, between squash, fresh fruit juice or water. Children are aware of their own personal needs, accessing the toilet facilities independently and following hygienic hand washing routines. However, children do not routinely wash their hands before eating their snack and a communal towel is used for hand drying which does not protect children from the spread of infection. Children become aware of their own safety, for example, through topics where road safety is explored. Children are offered clear explanations, for instance, all children explore the possible consequences of swinging on a chair and the impact it may have.

## 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	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
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 (Suitability to care for children, or be in regular contact with children) 19/03/2010

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 (Suitability to care for children, or be in regular contact with children) 19/03/2010