

Bourne Valley Out of School Club

Inspection report for early years provision

Unique reference number EY399478
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Inspector Carole Argles

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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

Bourne Valley Out of School Club opened in January 2010. It is privately owned and is one of two settings run by this provider. It operates from the Winterbourne Earls Church of England Primary School, near Salisbury in Wiltshire. The school hall and adjacent outdoor area are used by the children. All children also attend the school.

The club is open term times only. Before school sessions run from 8am until 9am each weekday except Thursday. After-school sessions run from 3.15pm until 5.15pm every weekday except Friday. On school days when no care is provided at this site, alternative provision is available at the nearby nursery premises.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered for 24 children aged from four to under eight years. The club also takes children up to the age of 11 years. There are currently 34 children on roll aged between four and 11 years of whom five are in the early years age group.

There are four staff who work with the children. All hold a relevant childcare qualification to level two or three.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this welcoming setting where their individual needs are met effectively. They are well cared for by the staff who provide a wide variety of activities that keep them well occupied and help them learn new skills. Most of the required records, policies and procedures are implemented effectively to safeguard the children. The provider and staff are fully committed to the continuous development of the setting and have clear plans in place so they can make further improvements in the outcomes for the children.

What steps need to be taken to improve provision further?

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

- ensure that full details of any treatment received are included in accident records
- review the registration system to ensure that it clearly shows when children leave the setting.

The effectiveness of leadership and management of the early years provision

Most of the records, policies and procedures necessary to keep the children safe and healthy are in place. However, some accident records do not give sufficient detail about treatment given to children following an injury. The register of attendance does not always show when children leave the setting. The provider implements effective recruitment procedures and ensures that all staff are checked and suitable to work with children. The staff fully understand their role in protecting children from harm or abuse and know what they must do if they have concerns about the welfare of a child. They supervise the children well and ensure that they are never alone with anyone who has not been vetted. The provider carries out regular risk assessments and staff check the premises daily to minimise any hazards. There is a good range of toys and equipment that supports all areas of learning and provides interest and challenge for children of all ages. The layout of the premises allows children to move freely between indoor and outdoor areas and many enjoy being outside regardless of the weather.

Parents receive comprehensive information about the setting through the prospectus, newsletters and the website as well as discussions with staff. Copies of policies and procedures are readily available for them to read so they understand how staff will work with their child. There are flexible arrangements to accommodate parents' changing work patterns and this ensures that there is continuity in children's care. Staff work effectively with parents to ensure that their wishes are respected and that the children's individual requirements are met. Daily discussions keep parents well informed about the activities and of any significant achievements their child has made. There is a good partnership between staff and the school teachers and this ensures there is a consistent approach to children's care and learning. For example, shared plans allow staff to continue with topics, such as a theme about dinosaurs, that the children have been enjoying in class.

This setting was initially running in the nearby nursery premises and the provider continues to improve the quality of experiences and care she provides for the children. Staff regularly attend both in-house and external training to extend and update their knowledge and skills. There are effective systems to monitor and evaluate the quality of the provision and these take account of the views of parents, children and external advisors. This allows the provider to identify and prioritise areas for further development and to assess the impact of changes on the children's welfare and development.

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

Children are happy and confident. They relate well to the staff who are interested in them as individuals and talk with them about their day in school. They praise their achievements and help them develop good self-esteem. The children behave well and play cooperatively together, for example, in ball games or when sharing a 'taxi bike'. Rules are consistent with those at school and consequently children

understand what is expected of them. They are encouraged to be accepting and respectful of others and learn about the lives of people in their own community and the wider world through books and activities. For example, during recent Chinese New Year celebrations, they sampled food and took part in creative activities, and later looked at maps and the country in more detail.

The staff observe the children as they play and know them well. Each child has a named key person who monitors and records their progress. This information is used to identify how to support their future learning and development. Parents are kept well informed about their child's progress and are invited to contribute to their records. Staff take account of children's interests and encourage them to suggest activities they would like to do.

The children develop many skills that will help them in their future lives. Healthy lifestyles are promoted and children follow good hygiene routines, washing their hands before eating. Nutritious snacks are provided and fruit is always available if they are still hungry. The children are active and enjoy playing outside where there is ample room for them to run freely and use a variety of wheeled toys. They play ball games and have recently been making dens with camouflage netting. Staff help the children learn how to keep themselves safe in many situations. They talk with them about issues such as stranger danger and children are encouraged to think for themselves about the consequences of their actions and effects it may have on others.

The children also take a wide variety of indoor activities. They complete jigsaw puzzles and build models with construction toys of varying complexity. They think and solve problems during board games including strategy games such as chess and draughts. Pens, crayons and other art and craft resources are readily available for them to select and use for their own purposes. Staff support the children as they play, talking with them and helping them learn new skills. Recently some children have learnt to knit, sew and many have made puppets.

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	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

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	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