

# Brocks Before/After School Club & Holiday Playscheme

Inspection report for early years provision

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<b>Unique reference number</b>	EY342930
<b>Inspection date</b>	17/02/2010
<b>Inspector</b>	Karen Cockings
<b>Setting address</b>	Brockholes Village Hall, Brockholes Lane, Brockholes, Huddersfield, HD9 7EB
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<b>Email</b>	
<b>Type of setting</b>	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

Brocks Before and After School Club and Holiday Playscheme was registered in 2006. It is a privately owned setting, which operates from Brockholes Village Hall, on the outskirts of Huddersfield. Children attending the club during term time are all pupils at Brockholes Infant and Junior School, which is within walking distance. During the holidays the provision is open to other children in the surrounding area. There are two rooms available for children's use. The club is not able to offer outdoor play at the premises, but children are taken to the nearby park for outdoor activities.

The club is open every weekday during term time between 7am and 9am and between 3.15pm and 6pm. The holiday play scheme operates between 7am and 6pm, subject to demand, except for bank holidays, two weeks at Christmas, the spring bank holiday and one week during the summer. The club is registered to provide care for a maximum of 40 children at any one time, although tends to work to a maximum of 22 children. There are currently 31 children on roll attending for a variety of sessions. Two of these children are in the early years age range. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It supports children with special educational needs and/or disabilities.

A team of three staff work with the children, all of whom have a relevant qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy attending the club, benefiting from the relaxed and welcoming environment where they can make friends and take part in a range of activities, both indoors and outside. Staff promote their good health by providing opportunities for fresh air and exercise and encouraging healthy eating. They take positive steps to ensure there is suitable support for individual children and liaise appropriately with parents and with the local school. Some aspects of record keeping and documentation to support the provision lack necessary detail. Systems for observing and monitoring children's engagement and progress are not yet well established, although staff have been working on this. Staff reflect on their practice but self-evaluation systems are not being used sufficiently well to target areas for further development.

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

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

- review staff records to ensure that all necessary detail is clearly recorded and available for inspection

- develop skills in using observations to guide planning for individual children
- develop registration information to include details about who has legal contact and parental responsibility for children
- review policies and procedures to reflect current regulations and to ensure that written consent is in place for daily outings
- develop the use of self-evaluation to build on strengths and to identify areas for further improvement.

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

Children's welfare is safeguarded because staff have a sound understanding of their role and responsibilities with regard to child protection. They are confident to follow procedures if they have any concerns about children's well-being, although the club's written policy does not fully reflect changes. Children are cared for by staff who are suitably qualified and vetted, but all staffing details are not readily available for inspection purposes. From a broader safety perspective, staff take positive steps to maintain a safe environment for children and they are vigilant in their supervision of children, particularly when they are out and about. Children know how they should behave on their walk from school and remind each other not to run. They practise emergency evacuation procedures and learn that they must not step straight out from the park entrance onto the road. Risk assessments and daily checking systems are conducted and recorded. Most required documentation is in place to support children's safety and welfare, although information gathered about issues of parental responsibility and legal contact have not been included on children's registration forms. Policies and procedures, such as complaints and safeguarding, do not all clearly reflect current regulations, although prompt action is taken to address any particular issues, including the use of mobile telephones within the setting.

Children are cared for in a welcoming environment where there are colourful displays of their art work and photographs of them engaged in activities and outings. The building is shared with other users which means that resources have to be set out before each session, but there is access to a varied range of toys and games. Staff compensate for the lack of outdoor space by taking children to the nearby park and planning interesting outings during the holidays. There is friendly ongoing communication with parents, which helps staff to find out more about children's needs and enables them to share any concerns. Records for the younger children have only recently been introduced to comply with the requirements of the Early Years Foundation Stage, with little opportunity yet to invite parents' contributions to them. Staff seek funding where necessary to provide extra support where there are additional needs and establish appropriate communication systems between home, school and club.

Recommendations made at the previous inspection have been suitably addressed, although some procedures are not yet clearly documented, such as written permission for daily outings. Staff currently evaluate their practice informally through discussion, and a professional development log has been established to identify specific training needs. However, while there is commitment to further

improvement, systems for self-evaluation have not yet been established to provide a focus for future development.

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

Children enjoy the time they spend in the club and develop friendly, trusting relationships with the adults who care for them. They try to sort any difficulties out for themselves but know who to turn to if this is not possible. For example, they agree to take turns on equipment and organise ball games together. Their achievements are warmly acknowledged, both in conversation and through the 'star of the week' certificates, which helps to build self-esteem and confidence. When necessary, staff remind children of the club's rules and expectations as part of group discussions. They are encouraged to take some responsibility for the club by sharing their suggestions for outings and activities. Their awareness of diversity is raised through resources and planned activities, such as craft activities in celebration of the Chinese New Year. Staff challenge any negative comments, helping children to understand and appreciate similarities and differences.

Children's health and well-being are given high priority. The club has attained a gold award from the local authority for the promotion of healthy eating. During the holidays children bring their own packed lunches but nourishing snacks and breakfasts are provided, including cereals, toast and fresh fruit. Children are involved in baking and food preparation activities. They also helped to grow tomatoes and strawberries last year to eat at snack time, and they learn about the importance of 'five a day'. Drinking water is readily accessible for them if they are thirsty during the day. Their good health is further promoted through regular opportunities for active play both indoors and outside. They enjoy visits to the park, where they play on swings and slides and organise games of football or cricket. Staff tap into any opportunities locally to promote active play and provide suitable resources and activities, such as playing parachute games and planning walks and nature treasure hunts.

Staff get to know the children well and find out about their interests through discussion and observation. They set out activities they think will appeal to the children attending and are willing to bring out other resources on request. They are beginning to record their observations of the younger children they care for using photographs, notes and examples of their work. Some links are made with the areas of learning, though staff are not yet fully confident in using their observations to inform their planning for individual children.

Children take part in interesting outings which promote their awareness of the local community and their place within it. For example, they walk up to the nearby church and to the shops, as well as going further afield to the mining museum and to Cannon Hall. They enjoy going bowling and visits to the cinema. Children use their imagination and design skills as they use special paints to decorate glass jars and carefully cut out paper lanterns. They follow instructions in a varied selection of craft and recipe books in order to complete their planned projects. Staff are on hand for help and support if needed. Children use technological toys and

equipment with confidence, helping each other and building friendships as they play.

## 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	2
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: Met

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