

The Best Club (Britannia) Ltd

Inspection report for early years provision

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Inspector

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Setting address

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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

The Best Club (Britannia) was registered in 2009. It operates from Britannia Community Primary School in the Bacup area of Lancashire, serving the local community. It is operated by a company limited by guarantee. Children are accommodated in the hall, resource area and classroom 2, with access to an enclosed outdoor play area. The building has disabled access. It is open each weekday from 7.45am to 9am and from 3.15pm to 5.30pm term time only.

The group 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 a maximum of 24 children from 3 years to under 8 years, of whom 24 can be in the early years age range. There are currently 45 children on roll, of whom 10 are in the early years age range. There are four members of staff, two of whom hold early years qualifications to level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at the setting and benefit from a warm, inclusive and welcoming environment. Their welfare is well promoted and there are effective systems in place to observe and assess children's progress towards the early learning goals. The partnerships with parents, schools and other agencies successfully provide stability and continuity for each individual child. The majority of the required documentation for the safe and efficient management of the setting is in place. All staff are committed to bringing about sustainable improvements, and effective processes for self-evaluation result in positive outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure information about who has legal contact with the child and who has parental responsibility for the child is obtained in advance of a child being admitted into the provision (Safeguarding and promoting children's welfare). 23/03/2010

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

- make effective use of outdoor play opportunities, enabling children to do things in different ways and take controlled risks on different scales than when indoors.

The effectiveness of leadership and management of the early years provision

Extensive vetting procedures ensure that all staff are suitable to work with children. Staff demonstrate a high level of commitment to promoting children's safety. Arrangements for safeguarding children are robust, regularly reviewed, carefully managed and understood by all staff. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate agencies. Robust risk assessments are conducted on a regular basis, both indoors and outdoors. As a result, children have access to a safe environment. They are actively encouraged to be safety conscious without being fearful and demonstrate a strong understanding of how to keep themselves safe. For example, they are aware of the routine to follow during a fire evacuation procedure. Older children take responsibility for younger children, ensuring the process is conducted in a calm and orderly fashion.

An extensive range of policies and procedures is effectively implemented, which contributes to the safe and efficient management of the setting. The majority of the required documentation is in place. However, information about who has legal contact with and parental responsibility for each child is not currently in place, resulting in a minimal risk to children's welfare.

The setting has successfully established highly positive relationships with parents and carers. Effective systems, such as newsletters and display boards, keep parents well informed about their children's achievements, well-being and development. Parents are consulted on a regular basis with regard to their views via daily discussions and questionnaires. The information gained is then used to inform important decisions about the setting, for example, providing a range of interesting experiences and activities, such as baking sessions and keeping fit. When questioned, parents speak very highly of the setting, stating that their children love to attend and are involved in a wide range of stimulating activities. Partnerships with other agencies are well established and contribute strongly to children's achievements and well-being. For example, close liaison with the children's school ensures that their individual needs are met effectively and consistency of care is provided.

All staff demonstrate enthusiasm and commitment to developing the service they offer. They consult each other on a regular basis to discuss areas for development. Children and parents are actively involved in the evaluation process. As a result, actions taken are well chosen and carefully planned so that the impact is evident in most of the areas in which they are needed. Staff are clear and confident about what the setting needs to do to improve further and have been successful in making and sustaining improvements. Managers are highly respected and staff feel valued and supported.

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

Children are confident, happy and settled at the setting. They are eager to attend and arrive enthusiastically, ready to participate in the activities on offer. The environment is well organised and conducive to children's learning. An informative notice board displays photographs of children involved in a range of activities and their artwork. There is a designated area for children to place their personal belongings when they arrive and resources are located within easy access, promoting their independence. Children demonstrate a strong sense of belonging. They feel at ease and are secure in the staff's care. This positive sense of well-being provides them with a secure foundation on which to play, explore and develop. All staff clearly know the children well and meet their needs sensitively. Children are greeted warmly and discussions take place immediately about what the children have done during the day and forthcoming activities.

Children's views and interests are considered at all times. They are consulted on a weekly basis and contribute to the planning of activities. As a result, they enjoy their time at the setting as they engage in activities of their choice. On the day of the inspection, the children were participating in a baking session which had been instigated by themselves. The environment had been set up by staff to facilitate the activity, ensuring that all children were able to participate. Staff ensure that activities and experiences provided meet the needs of all children attending. This ensures that individual needs are valued and respected. Staff have a good knowledge of each child's background and needs. They make the most of diversity to help children understand the society they live in. For example, children are developing an awareness of the wider world as they engage in the celebration of festivals where they dress up and participate in art and craft activities, such as making celebration cards and tasting a variety of food from different countries. They look at books about different countries which prompts discussion and access a selection of resources which reflect positive images of diversity.

Children demonstrate their knowledge of personal hygiene as they inform staff they need to wash their hands prior to baking. They use soap and ensure their hands are clean before putting on aprons. They are learning that print has meaning and to follow simple instructions as they collect a recipe card and begin to identify the resources and food ingredients that they require. Children work well together. Older children support and assist younger children when reading out the instructions. Staff ensure that there are sufficient utensils for each small group of children, enabling them all to take an active part in making butterfly cakes. Children demonstrate their skills of independence as they take turns to collect all the items on their list. They develop good language skills as they learn the concept of creaming the butter and sugar together and folding in the flour. They are learning about maths as they count the number of eggs they need and use the scales to weigh out the correct volume of ingredients. They discover changes in their ingredients as the mixtures turn 'pale, soft and fluffy'. They exclaim that the egg feels 'hard and cold' before they crack it and state that inside it is 'soft, white and yellow'. Children share their home life experiences as they communicate together. They talk about how they like to eat eggs that have been scrambled or

boiled. They discuss different foods they have made at home and how much they enjoy cooking at the setting. They explain how they made their own pizza the week before. Children feel valued as staff circulate the room and spend time with them, discussing what they are doing. Staff are skilled in asking open questions, such as 'what colour is the mixture now?' and 'how much flour do you need?' Children clearly enjoy making cakes and take pride in what they are doing.

Staff are skilled in managing children's behaviour, which enables the children to clearly understand right from wrong. Through discussions, children have devised their own ground rules and are aware of consequences of unwanted behaviour. They are actively encouraged to be kind to each other, share and take turns, which they demonstrate very well. Staff continually give praise and recognition, and positive behaviour is discussed and celebrated with all children. As a result, children know what is expected of them and their behaviour is very good. Children learn about healthy lifestyles through eating healthy snacks and participating in discussions. They engage in a variety of physical activities. They access the enclosed outdoor play area and the local park where they climb on apparatus and engage in team games. The setting has also facilitated football sessions and children participate in keep fit sessions. However, due to the layout of the premises, staff are unable to offer outdoor play as a continuous provision. Outdoor play opportunities have been identified as an area to further develop to enable children to take more risks in a controlled environment.

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