

West Bridgford Out of School Care Ltd

Inspection report for early years provision

Unique reference number EY266681
Inspection date 21/01/2010
Inspector Aileen L King

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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

West Bridgford Out of School Care Limited was established in 1995, with the current registration running from 2008. The club provides care within two halls at West Bridgford Infant School. A maximum of 60 children aged four to eight years may attend the setting at any one time. The club is open each day during term time from 3.30pm to 5.45pm. Children use a secure playground for outdoor play, with sloped access to the building. There are currently 80 children on roll, 17 of whom are in the Early Years Foundation Stage age group. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language. The club employs six staff; two hold Level 3 qualifications, one is studying towards Level 6. Two others hold Level 2, with one of these working towards Level 3. The remaining member of staff is working towards Level 2. The club receives support from the local authority and has links with the Early Years Foundation Stage in the school on site and with the day nursery managed by the provider. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. One of the registered individuals has Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides good quality care in a friendly and well organised setting. Activities are well-planned to reflect the experiences the children have had during the school day and ensure their learning and development are promoted. The children's needs are well met in this inclusive and interesting environment. The staff are well trained to care for the children and ensure they are kept safe. There are rigorous systems in place to check on the effectiveness of the provision and these are used well to inform self-evaluation towards continuous improvement. There is good capacity for sustainability and future development. Visits out of the setting are well planned and organised and are beneficial to extend the children's experiences.

What steps need to be taken to improve provision further?

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

- provide more opportunities for the children to explore the diversity of cultures within modern day society
- provide more varied activities for children outdoors.

The effectiveness of leadership and management of the early years provision

Leadership and management are good. There are clear procedures and policies to ensure the children are kept safe and the staff are trained regularly in how to deal

with concerns and respond appropriately to these in the best interests of the children. There is a clear vision for the future of the club and because staff are involved in developing the provision this sense of ownership means they can share their ideas to improve practice.

The setting is well resourced and has a budget which can be readily accessed to provide equipment to meet the children's needs and interests. The storage of resources has been improved since the previous inspection when it was raised as a recommendation for future development and this has been addressed successfully. This has had a beneficial effect in that children now have greater equality of access to what is on offer. The club works with outside agencies to ensure that children are included and supported in the club depending on their learning needs. Diversity is acknowledged and promoted well, for example, through a range of festivals reflecting different cultures enabling the children to explore backgrounds, traditions and beliefs other than their own. However self-evaluation has revealed that this is an aspect for development to expand the children's learning about the diversity of modern society.

The self-evaluation process is rigorous, based initially upon planned observations of the provision and staff practice. The next step is a staff meeting where views are shared and an action plan devised, which means staff have ownership of the process and as described by the manager 'build it up as a team'. An outcome of this has highlighted that whilst the children enjoy energetic activity outdoors, the variety of activities offered to reflect and extend the learning taking place indoors, has yet to be developed fully. The setting has an ethos of rigorous self-evaluation and reflective practice, and links with the Early Years Foundation Stage in the day nursery, managed by the provider, are put to good use to evaluate the effectiveness of the club. For example, the children's records and their 'learning journeys' are carefully monitored, and the club takes advantage of the advisory support offered to promote staff development.

There are good links with the Early Years Foundation Stage in the school on site, for example, note is taken of which themes and topics the children have been covering in school and this is used to inform planning and reflect the children's learning. The club also works closely with staff in the school to note children's achievements and development. The partnership with parents is positive and parents value the provision and feel well informed, for example, through newsletters. Some families have established an association with the club over time as all of their children have attended and used the facilities offered.

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

The quality of the provision is good. Children come into the hall in an orderly way and the organisation means they are all settled securely together before the session starts. Children then quickly engage happily in a range of activities, for example, craft work, games, some outdoors, and role-play. Staff interact with the children in a friendly, yet respectful way which means they promote positive behaviour and attitudes to which the children respond well. The children play and

co-operate well together, staff chat to children at their activities and offer suggestions, they listen carefully and pay attention to what the children say. The children's self-confidence is boosted in this way and they are confident to make requests and offer ideas. The children say they are happy in the club and enjoy the activities provided, so much so that some do not want to leave when it is time to go home. The tea time snack which is offered, promotes healthy eating and this can consist of tuna, sweetcorn, fresh fruit and vegetables, water and juice. Staff are vigilant in ensuring that children choose a balanced selection, encourage them to keep hydrated and children can access drinking water at any time during the session, especially after energetic activity outdoors. The staff remind children to take reasonable safety precautions, for example, to look where they are going and not to run unless it is safe to do so. The children move about the hall and outdoors being mindful of others and their confidence indicates they feel safe, settled and secure in the club. The club has a 'kids' council' to share views on what is working well in the club and what could be improved. This provides them with good opportunities to make a positive contribution to the setting and they have responsibilities as play workers, buddies and also hold their own kids' meetings. Children also have opportunities to select new equipment for themselves either by browsing through catalogues or on pre-arranged shopping visits. As part of the day-to-day running of the club the children can ask for additional resources as the session progresses if they want to adapt their play or change an activity. These combine to give them autonomy for their learning and also enable them to initiate and develop their learning through play. Staff work effectively together with the children to support this process. The range of activities means that children have good opportunities to practise and reinforce their skills and learning, especially as the experiences provided reflect those which they have been offered in school.

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