

Short Circuits Care Club

Inspection report for early years provision

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Inspection date 01/02/2010
Inspector Susan Boyle

Setting address Hollingwood Primary School, Hollingwood Lane, Bradford,
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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).

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

Short Circuits Care Club is managed by a private company. It opened in July 2004 and operates from a pre-fabricated building within the grounds of Hollingwood Primary School, in the Great Horton area of Bradford. The setting offers full day care and out of school care.

The setting takes children from two years to 11 years. There are currently 103 children on role. Of these 84 are under eight years of age, and of these 23 are within the Early Years Foundation Stage. It offers full day care from 7.30am until 6pm and is open five days a week.

During the school holidays, the setting also provides a holiday club for just over 12 weeks. It runs from Monday to Friday from 7.30am until 6pm.

The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, including the manager, who work directly with the children, six of whom have gained an appropriate childcare qualification. Of these three members of staff are qualified to level 3, and three members of staff are qualified to level 2. The setting receives support from the local authority and is a member of BUFA (an Early Years Association).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Everyone is welcomed and valued in this inclusive setting. Staff put the needs of children at the forefront of everything they do and children are cared for well. The very effective relationships and good provision for learning, enables all children to make good progress. Provision to help children lead a healthy life style and partnerships with other settings that the children attend are satisfactory. Good management systems mean that priorities for improvements are well targeted and the setting is in a good position to continue to improve.

What steps need to be taken to improve provision further?

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

- use of the outdoor area more effectively to support children's learning and development
- support and promote children's learning further by ensuring that all staff know the learning intentions of child initiated activities

- liaise more closely with other providers delivering the Early Years Foundation Stage for a child or group of children to ensure progression and continuity of learning and care.

The effectiveness of leadership and management of the early years provision

Leadership and management are thorough and effective. All staff work together to provide the best care they can for the children. This is evident in the attention that is given to maintaining and monitoring policies to ensure that they are up-to-date and keep children safe from harm. Safeguarding procedures are rigorous and all staff have been vetted in line with requirements. The manager is vigilant when ensuring that temporary staff such as, students, have the required suitability checks.

Good self-evaluation and careful monitoring means that the manager knows what is working well and what could be done better. She has a clear vision for future developments, which is firmly rooted in children's learning and development and welfare needs. She is experienced and has created a supportive and stimulating environment, which has motivated staff to further develop professionally.

The setting's two rooms are adapted well and are maximised to cater for the different ages and different needs of the children. They are well maintained and provide a stimulating and comfortable environment in which children can learn, or for those children attending the after school provision, if they wish, to just relax.

All parents and children are treated with respect. Diversity is valued and this is reflected in the staffing arrangements. Staff are knowledgeable about the needs of children who have English as an additional language and this ensures that these children make the same progress as others. The setting has only fairly recently received funding to support children with special educational needs, but children have been referred promptly for specialist support, and this is working well.

The setting uses the expertise of other organisations and professionals effectively. It has a close relationship with the host school and there is good day to day sharing of information, but this has not been extended to all the other settings that the children attend.

Staff are very friendly and there is a good two-way flow of information between staff and parents on a day-to-day basis. Parents are positive about the setting and this can be seen in their glowing comments. One parent said of the breakfast club that she was very thankful because not only did she have piece of mind knowing that her child was well looked after but in addition he really enjoyed himself. The bi-lingual staff support parents who find English difficult, to ensure that they can access the wealth of information that the setting provides for parents. Parents are encouraged to help their children with learning and do so.

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

Children love coming to Short Circuits. The learning environment is very stimulating and very much focused on children's individual interests and learning needs. As a consequence, all the children make good progress.

There is a good range of activities which cover all the areas of learning. There is a good focus on developing to children's communication skills and adults take time to listen to children and to model language. As a result, children are developing effective speaking and listening skills. Children are encouraged to use number and shape in daily routines and activities and this is effective. For example, one child who has English as an additional language was thrilled when finding a shape and rushed to tell an adult. Unable to confidently say the word 'hexagon', the child said it as been taught, by clapping the rhythm of the word. The feeling of success was clear to see and shared by the adult who praised the child highly.

The key worker system is working effectively; they know all children and their parents well and treat everyone with equal regard. Children have a warm relationship with their key worker, which helps them to feel secure. Staff manage children extremely well and the setting runs smoothly, so that all children feel comfortable and safe. Even those children who are new to the setting, with encouragement, will try out new things. For example, one child was wary of participating in an exercise session. With gentle suggestions from staff that everyone was having fun the child, cautiously at first, joined in, became more confident and by the end had thoroughly enjoyed himself. This sensitive management means that children behave well and only very rarely need reminders for very minor transgressions. Children model their behaviour on that of the adults around them, make friends and work with each other, sharing and taking turns.

Regular and thorough assessments are used to inform the next steps of children's learning. This generally works well, but sometimes during child initiated activities, staff do not always focus sufficiently on the desired learning outcomes to ensure learning is maximised. Parents are truly seen as partners in education and encouraged to look at and contribute to assessment information. Parents then use this to help them to help their children at home.

Children have access to a small outdoor area, which is in the process of being developed. Funding has been obtained and plans are underway. However, currently too little use is made of this area, particularly during the winter months. This means that time outside for running around and enjoying the fresh air is limited. Children quickly learn how to take care of their personal hygiene needs and wash their hands without being prompted.

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	3
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	3
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