

# Blakehill Extra

Inspection report for early years provision

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<b>Unique reference number</b>	953918
<b>Inspection date</b>	08/06/2010
<b>Inspector</b>	Tony Anderson

<b>Setting address</b>	Highfield Road, Idle, Bradford, West Yorkshire, BD10 8QN
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<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Blakehill Extra Club was registered in 1999 and is managed by a company. It operates from prefabricated buildings in the grounds of Blakehill Primary School which is situated in the Idle area of Bradford. Two adjoining rooms are used by children and the school playground and fields are available for outdoor play. The club is open Monday to Friday from 7.30am to 9.00am and from 3.15pm to 6.00pm during term time and from 7.30am to 6.00pm during school holidays. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to cater for up to 30 children under eight years of age and also offers care to older children up to 11 years. There are currently 190 children on roll of whom 68 are under eight and of these, 19 are within the Early Years Foundation Stage. The club also supports children with special educational needs and/or disabilities. There are 14 members of staff, including casual staff and volunteers, the majority of whom hold relevant early years qualifications. Of the regular staff, four hold a Level 3 and a further three hold Level 2. The club has achieved the intermediate award in The First Claim quality assurance scheme and is working towards a higher level. The club is supported the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Care systems and procedures are good and help to promote and support individual children's welfare. Staff effectively use frequent observations of young children at play to monitor and evaluate their progress and to ensure their needs are met. Strong partnerships with external agencies like the host school and excellent engagement with parents and carers help to enhance children's learning and development. The club's senior management implement good systems overall to monitor the performance of the setting and capacity for further improvement is good.

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

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

- develop self-evaluation in order to ensure clear and consistent identification of the club's priority areas for improvement and develop the involvement of staff in monitoring the effectiveness of the club's provision in order to promote and support improvement

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

Recruitment and required vetting systems to support safeguarding are fully in place and staff are appropriately qualified for their roles and responsibilities. The

club's welfare policies and procedures, such as the appropriate first aid given to children in the case of minor accidents, are secure. Staffing levels are high and are used effectively in the promotion of equality of opportunity. This helps to ensure that each child's individual needs are met. Shared celebrations of world faiths and festivals, such as a recent focus on the Chinese New Year and the Easter festival, help children to learn about other cultures and the diversity of the wider world. Frequent and effective observations of young children at play are used well to monitor their progress and to plan for their next steps of development. The club's relationship and communication with parents and carers is outstanding and they are very complimentary about the extremely effective induction sessions for new starters. Parents and children are heavily involved in the decision-making processes of the club and their thoughts and ideas are regularly requested and acted upon with a view to enhancing children's learning and development. The club's relationship with external agencies such as the host school's early years management team is good and is used effectively to further enhance young children's development and progress. The club's system's of self-evaluation of its own strengths are good overall but the process does not consistently involve all staff and there is some lack of clarity in the identification and targeting of action towards their next steps of development.

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

The dedicated manager and her staff create a warm and friendly environment and this promotes a feeling of community, as does the regular opportunities presented for children to be involved in decision making. For example, children are frequently encouraged to make suggestions about their learning like requesting more story time with key workers as this is something children enjoy. The club frequently undertake fire and evacuation drills and this helps to ensure children's understanding of safety.

Children thoroughly enjoy breakfast and afternoon snacks which provide a balanced, healthy diet and offer a wide choice. Children list their favourites as toast, sandwiches, fish fingers and grapes . Effective use is made of snack times to encourage the development of good manners and to promote speaking and listening skills. Children also enjoy the outdoor facilities such as riding on bicycles and scooters, undertaking the trim trail challenge and playing football and other ball sports to enhance and develop their physical skills. Children demonstrate, by their actions, that they are aware of personal hygiene routines such as washing their hands before eating or cookery sessions and after visiting the toilet. Children enjoy a wide range of games and activities in and around the club and they are well supported by effective staff who offer praise and encouragement. Well planned activities enable children to make good progress. For example, they enjoy arts and crafts, den building, messy play, baking, dressing up, face painting, construction toys, table top games, clay modelling, sand and water play. A range of photographs show some children watching a DVD whilst others enjoy the interactive challenge of an electronic computer game which supports hand-eye coordination and physical movement. Some children prefer to sit quietly in the book corner or to chat with their friends. Other children taste different fruits from

around the world and there are additional good links to countries of the world through a current geographic and sporting topic linked to the football World Cup in South Africa. Some drawings have a mathematical theme, such as drawing and counting up to six or more butterflies.

Children demonstrate positive attitudes and behaviour and this reflects the consistent encouragement and support provided by staff. All children are treated as unique individuals who are valued and respected in this inclusive setting. They relish opportunities to join in charity events such as Red Nose Day and Save the Children. As a result of the dedication of staff and the wide range of support they provide, children make good progress in developing skills which support them in their future learning and well-being.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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