

# Broadwater After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY404786
<b>Inspection date</b>	14/09/2010
<b>Inspector</b>	Shan Jones

<b>Setting address</b>	Broadwater C of E School, Rectory Gardens, WORTHING, West Sussex, BN14 7TQ
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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.

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## Description of the setting

Broadwater After School Club and holiday play provision was registered in 2009. It operates within specific rooms at Broadwater School in Worthing, West Sussex. Children also have access to the main school hall and outdoor play areas within the school grounds. The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of 50 children may attend, up to the age of eight years, with no more than 30 children in the early years age group. The club also provides care for children aged up to 11 years.

There are currently 62 children on roll, two are in the early years age group. The setting opens five days a week during school term times, and also offers out of school care during in-set days and holiday periods. Sessions are 8am to 9am for the breakfast club, and 3.15pm to 5.30pm for the after school club. The setting is privately owned by the manager. Six staff including the manager work directly with the children, all hold early years qualification to National Vocational Qualification (NVQ) at level 2 and above.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are warmly welcomed by a kindly staff team who provide a relaxing period of companionship, play, worthwhile activities and rest at the end of a busy day in school. Staff members recognise the uniqueness of every child who attends and they meet their individual needs through readily adjusting the provision for children of different ages and abilities. The setting is aware of their own strengths and weaknesses and are keen to make improvements in order to develop the service offered and to improve outcomes for children.

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

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

- further develop the key person system for children in the Early Years Foundation Stage to ensure their individual learning needs are effectively supported
- develop the use of reflective practice and self-evaluation to provide an overview of the service
- review and update policies and procedures in line with the Early Years Foundation Stage.

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

Staff are suitably deployed and children supervised and supported at activities. This ensures that they are cared for in a safe and secure environment. The manager and staff carry out daily visual safety checks on the premises and clear written policies and procedures are in place to support practice to ensure children's safety and welfare is promoted. For example, effective risk assessments are in place and staff have taken action to ensure that risks, both inside and outside, have been minimised so that children can play safely. Good systems are in place to help keep children safe and protect them from harm. Staff have completed relevant training enabling staff to take action if they are worried a child is being abused. All staff participate in systems of evaluation, although a system of evaluating the setting as a whole has not been fully established. Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted. Children's welfare is promoted by the comprehensive range of policies and procedures which are in place. However, some of these are in need of updating in line with the Early Years Foundation Stage.

In case of emergency, children are familiar with evacuating the premises, as fire drills are regularly practised with them. As a consequence, children learn about the benefits of keeping themselves and others safe. Older children behave in a responsible way towards children in the early years age group who are currently in the minority. They are encouraged to avoid overly boisterous play and show consideration towards those more vulnerable than themselves.

The children are settled, secure and happy within this setting. Children are provided with a good balance of child-led and adult-led activities. They are free to make choices in their play and can either play inside or outside, which promotes their independence skills. Parents collecting their children receive a friendly welcome and receive written information about the out of school service. They benefit from some existing well established relationships with staff, which assists with the exchange of information at the end of each session. This is because most of the staff also work for the school during the day in a support capacity. As a consequence, some continuity of care for children is also provided with children appearing happy, confident and assertive. The requirement to assign a key worker system for each child in the early years age range is in place. However, the system requires further development to ensure staff are fully aware of children's individual learning needs. Discussions with parents reveal that they are very happy with the service offered, their comments include: 'I could not do my job without the club, they are so accommodating, very flexible and supportive' and, 'I like the new menu there is more variety and choice children eat vegetables and fresh fruit, it is the only hot meal my son will have each day'.

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

Children are relaxed and at ease in the overall setting and some strong friendships are evident. Staff value the individual backgrounds of children. Staff members actively involve the children in discussing and selecting resources and in deciding what adult-led and child-initiated activities children would like to take part in after school. Activities are set out on arrival for children and they can request what they would like. There are systems in place to enable them to give suggestions on all aspects of care and education. For example, a 'wish list' chart and questionnaires enable children to add their contributions to the running of the club. Children develop their independence as they move freely between activities, choosing resources and books and working independently. They develop good social skills during the relaxed tea time as they sit in small groups and hold conversations; they are able to take turns and share toys and show a good sense of belonging. In addition, children help tidy away toys and behave in a calm and sensible manner. Children use writing for a variety of purposes and benefit from lots of written words on displays and storage boxes containing resources, supporting their recognition of letters.

Children are provided with a balance of child-led and adult-led activities. The children are free to make choices in their play and can either play inside or outside. The children have access to a good range of activities, resources and equipment. They particularly enjoy the creative activities on offer. For example, they explore a range of paint effects and designed elaborate marbled eggs which they proudly display.

The children learn value and respect for themselves and others as appropriate systems are in place to manage children's behavior. Children are encouraged to agree the rules of the setting and their comments are acted upon. Children are generally well behaved, and any difficulties are managed appropriately by staff who talk to children about the consequences of their behavior. Children have good opportunities to learn about their own and other people's cultures as the setting acknowledges festivals and explores customs and beliefs of other countries such as Africa and Australia.

Children use clean premises. Good procedures are in place to help prevent the spread of cross-infection, such as thorough hand washing prior to eating. Systems are in place to ensure children are supported in the event of an accident or illness, for example, staff hold appropriate first aid qualifications, records are kept and shared with parents and medication and sickness policies are in place. Daily routines are well established and staff are calm, as a result children show a clear understanding of expectations of their behavior and benefit from a relaxed and welcoming atmosphere.

Children have some good opportunities to extend themselves physically. They enjoy prolonged periods in the open air and all children confidently initiate their own lively and energetic free play. Younger children practise their balancing and coordination skills using a good selection of equipment and also enthusiastically

take part in ball and racquet games. Children eagerly tuck in and enjoy freshly prepared hot meals such as pasta bake, chicken korma, fresh vegetables and a selection of fruit which sustains them until they go home.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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

<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

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