

BOSCAS Club

Inspection report for early years provision

Unique reference number	143435
Inspection date	04/10/2010
Inspector	Coral Hales

Setting address	Brunel Centre Annex, Wymering Road, Portsmouth, Hampshire, PO2 7HX
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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

Boscas Club registered in 1994 and operates from Isambard Brunel Junior School in Portsmouth. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently 85 children on roll, of whom, eight are within the early years age group. Children up to the age of 14 may attend the club. The after school club is open from 3pm to 6pm five days a week in term time. A breakfast club operates from 7.30am to 9am. A holiday playscheme operates during the school holidays from 7.30am to 6pm five days a week. Children are escorted to and from their schools by staff and are provided with breakfasts, snacks or a cooked tea if required.

The club employs ten members of staff to work with the children at different times. Of whom, eight have suitable qualifications to level two and three. The setting is a member of the Kids Club Network. The premises are accessed via several sets of stairs.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled and generally occupied with suitable activities, however, some areas are uninspiring and under resourced. The key person system in use is not fully effectively. Some links have been established with other providers. Staff have identified that improvements are required to maintain these. Friendly and relaxed partnerships are in place with parents and carers. Staff are beginning to reflect on practice and aim to involve them to ensure their views are included. However, the system used is not robust enough to identify all areas for development. Although not all recommendations from the last inspection have been addressed, the management are keen to maintain continuous improvement. All children including those with special educational needs and/or disabilities and those with English as an additional language are appropriately supported. Staff strive to offer a fully inclusive service.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment 20/10/2010

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

- encourage a culture of reflective practice, self-evaluation and informed discussion to identify the settings strengths and priorities for development that will improve the quality of provision for all children.
- find out about children's interests, abilities and individual needs and use this knowledge to plan appropriate play and learning experiences for them
- review opportunities for children to take part in interesting and age appropriate activities both indoors and outdoors. Ensure these are well-resourced, attractive and stimulating to encourage their participation
- further develop the systems used to liaise with other providers delivering the Early Years Foundation Stage framework for children to ensure progression and continuity of learning and care. Share this information with parents so that they are regularly informed of their child's achievements and progress.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff are aware of their duty to protect those being cared for. The manager has attended training and policies and documents are maintained as required and shared with parents. Children are kept safe because the adults have a suitable understanding of safety issues. For example, notices ask parents to keep the gate closed, and a security camera ensures all visitors are identified. A written risk assessment is completed and all outings are considered and assessed. However, the written record is not completed as required.

Staff have a satisfactory understanding of children's needs and consider these when planning the routines of the group. The manager has a clear understanding of the benefits of regular self-evaluation and reflective practice. However, no system has yet been implemented to ensure all areas for development are identified. Secure recruitment procedures are in place and inductions are completed. Regular meetings and annual appraisals ensure sufficient emphasis is placed on maintaining their continuous professional development.

Staff interact with the parents in a friendly manner and links have been established with other providers. However, staff find these links difficult to maintain because of other allocated duties and responsibilities. Parents are provided with written information relating to the setting and most consents are completed as required. Newsletters keep them informed about forthcoming events and items of interest. They and their children are encouraged to become involved in the setting and their views are sought and respected. A complaints system is in place and a poster is displayed to inform parents.

The premises provide the children with space to play and relax and sufficient and age appropriate equipment is set out for them to use. Some areas are not inviting, for example, the role play area and this can impact on children's learning and enjoyment. A range of activities are offered and they have free choice to initiate their own play or take part in an adult led planned activity. Staff are generally well

deployed.

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

Children enjoy their time at the group and make satisfactory progress in relation to their starting points and capabilities. Staff are on hand to offer support and sometimes develop and extend children's knowledge. A key person system has not been implemented to offer support and reassurance to the children and their parents. Some general observations have been completed although the information is not effectively shared or used to plan appropriate or stimulating activities for the children. They have opportunities to make choices and their developing independence is promoted well. They share responsibility for making decisions about what they take part in. Children behave well and are encouraged to share and take turns and respect the needs of others.

Most children demonstrate a willingness to keep themselves and others safe and they share any concerns with staff. They know what is expected of them and begin to use their initiative to take responsibility for themselves. They show confidence and a developing sense of security within the setting. Children take part in regular fire evacuations and these are recorded. This ensures they are fully aware of the systems to follow in an emergency as the setting is on the upper floor of the building.

Children quickly settle when they arrive at the group, routinely washing their hands before deciding what to eat for their tea. Dietary needs are followed in line with individual requirements and children have the choice of a hot or cold snack as agreed with parents. A selection of healthy foods such as cheese, bread sticks, dried and fresh fruit are offered. Popular foods such as crisps and sandwiches are also enjoyed. The children are relaxed as they chose and count their selection as agreed with staff. They sit together and chat about their day and what they plan to do at the group. Drinks are available as required.

Staff promote a healthy lifestyle for the children, however, written consent for emergency treatment advice is not maintained. All staff are first aid trained allowing them to deal with any accident appropriately and records are maintained as required.

Children make choices about activities, for example, they sit down at the table and have fun drawing pictures using pens and crayons and templates. Their language develops well as they chat to each other about their ideas. For example, that they were drawing fish as they liked them. They sit and concentrate well as they add many colours and enjoy the experience. A book corner for the younger children allows them to find a quiet corner should they need it. Their imagination develops as they play with the small world equipment. They play together and alongside other older children. They have fun as they put the animal figures into the castle and chat happily to themselves and to those around them. Children have

opportunities to go into the outside area and for example, enjoy ball games; however, this is limited owing to access. They do however; have space to move around the large playroom to enable free play.

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?	3
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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