

Barney's Club

Inspection report for early years provision

Unique reference number

259707

Inspection date

20/01/2011

Inspector

Jo Rowley

Setting address

The Reading Rooms, Fox Street, Great Gransden, Sandy,
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Telephone number

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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

Barney's Club is an after school club run by a committee and operates from The Reading Rooms in Great Gransden, Bedfordshire. The after school club serves the local area and has strong links with the nearby school. The after school club is accessible to all children and there is a fully enclosed area available for outdoor play.

The after school club opens from Monday to Thursday during the school term from 3:15pm to 6pm, with an additional holiday club operating during the school holidays from 8:30am to 5:30pm. A maximum of 24 children, under eight years old, may attend the club at any one time. The after school club is registered on the Early Years register and there are currently seven children attending who are within the early years age range. The club also offers care to children aged over five years to 11 years. The club is also registered on the compulsory and voluntary parts of the Childcare Register. The club is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The after school club employs five members of staff. Of these five, one member of staff holds an appropriate Level 3 early years qualification, with two staff working towards their Level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a warm and friendly environment with good safeguarding procedures and welfare routines in place. Each member of staff has an effective knowledge of each child's needs in order to promote an inclusive environment where all children are welcomed. Planning for the children in the Early Years age range is largely child-led, supported by some planned activities to ensure that children make sound progress in their learning and development. Effective links with parents, carers and other professionals promote consistency and involves them in the day-to-day organisation of care for children, therefore, helping all children to develop. The manager and staff team are effectively communicating in order to promote continued improvement and systems for self-evaluation are effective.

What steps need to be taken to improve provision further?

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

- practice the evacuation drill on a regular basis
- develop children's understandings of being healthy, with particular reference to hand washing.

The effectiveness of leadership and management of the early years provision

Clear vetting and recruitment systems ensure that all adults working with children are suitable to do so and regular staff meetings and appraisals ensure that an overview of staff skills and areas for development are observed, protecting children's welfare. Clear guidelines and safeguarding procedures ensure that children are protected. For example, policies and procedures have recently been updated to ensure that they are in line with the current Early Years Foundation Stage framework. Staff handbooks are designed to ensure that staff are aware of the most up to date information in order to fully protect children. Staff carry out daily safety checks and risk assessments to minimise hazards to children both inside and outside of the building, with older children taking an active role in this to promote their awareness of staying safe. The manager and members of the committee support staff in their training to ensure that staff development is promoted. For example, all staff receive appropriate safeguarding, first aid and food hygiene training which enables them to further protect children's well-being.

Children learn about the after school club safety through day-to-day discussion with staff, such as, on the walk from school to the club, where they wear hi visibility jackets to promote their safety. There is an emergency evacuation procedure in place and fire exits are kept clear. However, the emergency evacuation drill is not completed regularly to ensure that all children are aware of the procedure, should an incident occur. Children learn about keeping themselves safe and receive gentle reminders from staff as they play. For example, they are reminded about potential dangers when leaving toys and resources on the floor. The managers and staff are deployed well. They are flexible in their approach and know the children well, encouraging them to feel secure and confident. The environment is beneficial to learning and is looked after by staff and children appropriately. Resources are accessible, with children being able to make some independent choices about what they do at the club through the 'choosing resources' book. Staff are happy to change or extend activities to accommodate children's individual choices and ideas, promoting inclusion.

The staff are aware of the range of children attending and do plan to offer activities which can be adapted to meet all needs of the children, ensuring that they develop and achieve appropriately. Visual observations are completed and used to make sure learning is organised to ensure that the Early Years Foundation Stage is fully covered for younger children. The manager and staff work well with parents to ensure there is an exchange of information to promote children's welfare, learning and development and parents are very happy with the care their children receive. Parents also have access to a notice board and receive regular newsletters, offering informative details, such as, holiday dates and future planned events as well as details of which staff are working each day. The managers and staff team promote equality and diversity within the club, for example, all children, regardless of their individual or specific need, are welcomed in to the club and unfair discrimination is always tackled. Staff also work with the local school to meet every child's needs by liaising closely with teachers regarding the overall well-being of the children.

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

Children are offered a range of fun and interesting activities which help them to make good progress in their learning and development. They are happy and settled and choose to take part in activities both inside and outside each day. They make independent choices about some of their activities, with staff responding to children's choices by supplying the appropriate materials. An example of this is where children ask for a table top football game. Staff ensure that all children's individual needs are met with this activity by encouraging older children to support and help younger children who are playing with them. Staff knowledge of the learning, development and welfare requirements of the Early Years Foundation Stage is good and the level of challenge is sufficient to interest and engage most children. Younger children show that they are secure, feel safe and develop a sense of belonging in the provision as they interact with staff and ask for help where needed. Most children work independently and decide, together with their friends, what they want to do at the club. An example of this is where a small group of children take pleasure in showing their own made up dance called, 'The princess swan dance', to some of the adults and children in the room.

Children show a developing awareness of a healthy lifestyle as they make independent choices in the 'club cafe'. They are able to choose what they want to eat from a variety of healthy options and use a self register to confirm that they have eaten snack. Children enjoy opportunities to be active each day as they use the area outside and take part in physical activities, weather permitting. However, children's understanding of effective hygiene practice is not fully promoted as they don't always wash hands before their snack, this potentially affects their health. Children show developing social awareness and engage easily in conversations together and with adults. They sit together sharing news of their day, events from home or future events that they are taking part in. For example, a group of children discuss what they have been doing at school.

Older children are seen supporting and encouraging the younger children as they sit together during snack time. Some older children are clearly seen supporting younger children as they help them to pour their juice or tuck their chair in. Children are confident when using technology and use electronic resources and computers with ease. Their creative skills are developing as they enjoy using small beads to make decorative art pieces to take home. Children are making good progress and are exploring their emerging skills and confidence within a group setting where there is a broad age range.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

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