

Bubbles

Inspection report for early years provision

Unique reference number EY338984
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Inspector Janice Linsdell

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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

Bubbles is a privately owned and managed out of school club which was registered in 2006. It operates from a mobile classroom located within the grounds of Wesley Methodist Primary School in Radcliffe, Bury. Children have access to the school grounds for outdoor play. The club serves children who attend the host school. It is open Monday to Friday from 7.30am to 9am and 3.30pm to 5.45pm, term time only.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children aged under eight years may attend the club at any one time. The club currently takes children from three years of age and also offers care to children aged eight to 11 years. There are currently 60 children on roll; of these, 31 are under eight years and of these five are within the early years age range.

The club employs four members of staff including the manager. Of these, two hold a qualification at level 3 in early years and one holds a qualification at level 2 in early years. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have fun in the relaxed and welcoming club. Staff promote inclusion appropriately and help children to appreciate diversity. Partnerships with parents and carers, and links with the school generally support children's learning and ensure most needs are met. Most of the records to promote children's welfare and safety are available and suitably maintained, but some required information is not in place. Systems for self-evaluation are still developing. Steps have been taken to address the recommendation from the last inspection and action plans identify some areas for development, which demonstrates a satisfactory capacity for improvement.

What steps need to be taken to improve provision further?

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

- obtain necessary information from parents about who has legal contact with the child, and who has parental responsibility (Safeguarding and promoting children's welfare) 17/03/2011
- maintain a record of risk assessment which clearly states when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 17/03/2011

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

- improve the arrangements for making systematic observations and assessments of each child's achievements and learning styles
- improve the arrangements for self-evaluation, for example, by using the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review
- review routines to ensure opportunities for children to develop their self-reliance and independence skills are regularly provided, with particular regard to snack time.

The effectiveness of leadership and management of the early years provision

Staff have attended safeguarding training and they understand the procedures for keeping children safe from harm. Appropriate systems are in place to ensure the suitability of all staff and opportunities are available for staff to attend ongoing training. Most records required for safe and efficient management of the provision are appropriately maintained. Daily safety checks and risk assessments of the premises ensure children's safety. However, a record of the risk assessment which clearly states when it was carried out, by whom, date of review and any action taken following a review or incident is not maintained. Upon entry to the club, information is not gained from parents about who has legal contact with each child, and who has parental responsibility. These are both requirements of the Early Years Foundation Stage. Engagement with parents and carers is suitable and friendly relationships are established. Parents express positive comments about the club, and notice boards and newsletters help to keep them informed of events. Partnerships with the school are developing and the manager liaises with the local authority advisor to improve aspects of the club. However, the arrangements for self-evaluation are less well developed as they are not used as the basis for ongoing internal review. This affects the ability of the club to effectively improve the quality of provision for children.

Staff create a relaxed and friendly atmosphere, where all children are welcome and included. They positively encourage children to appreciate other cultures, for example, by celebrating special events throughout the year. The premises are spacious and offer children regular opportunities for both indoor and outdoor play. There is a wide range of resources on offer to support children's play and learning and develop their awareness of equality and diversity. Storage boxes are clearly labelled and accessible, enabling children to make some independent choices in their play.

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

Children are happy and settled in the club and they take part in a suitable range of experiences to support their development. Photographs show children enjoying fun

activities, such as climbing trees and toasting marshmallows on Bonfire night. Staff support children's learning appropriately. They incorporate children's ideas into the weekly play plans and the regular fun nights are very popular. Arrangements for observing and assessing children's individual learning styles and progress towards the early learning goals are in the early stages of development. This impacts on the setting's ability to ensure each child's needs are being met.

The range of experiences on offer enables children to develop their future skills appropriately. Children confidently contribute their ideas and suggestions. They use good manners at snack time and learn to share and take turns as they play. They develop friendships in the club and play cooperatively together. They confidently chat to adults and each other, and older children offer sensitive explanations to younger children when they discuss the use of safety helmets. Children say they feel safe and show good awareness of the boundaries in place, for example, as they explain where they can and cannot play outside. They have fun organising football games and show appropriate balance and coordination as they competently ride the scooters. They enjoy eating some healthy snacks, such as fresh fruit and warm bread rolls. However, snack time is a lengthy process and does not provide many opportunities for children to develop their self-reliance and independence skills, such as pouring their own drinks and helping to prepare snack.

Children develop their creative skills as they paint and draw, and enjoy singing and dancing to music. Appropriate resources are available to help children develop their problem-solving skills, such as board games and construction activities. Children have many opportunities to develop their knowledge of the natural world. For example, they plant spring bulbs and talk about the frogs in the school pond. They delight in taking part in exciting activities, such as 'I'm a celebrity', where they dare to taste dried bugs. They also enjoy celebrating special events, such as making cheese and leek tarts for St David's Day. This helps them to value and appreciate our diverse society.

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	3

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

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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	2
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