

Bude After School Club

Inspection report for early years provision

Unique reference number EY341958
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Inspector Sara Frost

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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

Bude After School Club has been operating since 1997 and has been registered at its current location since 2006. It operates from the United Reform Church Hall in the seaside town of Bude and serves the local community and adjacent villages. The group is a registered charity and managed by a board of trustees made up of parents and others. This is one of two registrations held by the organisation; the other being for their holiday scheme which operates from the local school. The group is registered on the Early Years register and both the voluntary and compulsory parts of the Childcare register. It is open five days a week from 3pm to 6pm term times and from 8.30am to 6pm during the half term holidays only. A maximum of 20 children may attend at any one time. There are currently 90 children aged from four years to 14 years on roll. The group supports a number of children with learning difficulties and/or disabilities. There are seven members of staff employed to work with the children of whom five have appropriate early years qualifications. Children are collected from Bude Infant and Junior Schools, Stratton Primary and Marhamchurch School. Older children from Budehaven Community School are able to walk to the setting.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and clearly enjoy their time at this friendly after school club. There is a caring, inclusive ethos throughout the club and children's behaviour is very good; their health and safety is promoted, overall. Staff clearly know children well and have developed good links with parents and carers, although partnerships with others are less established. Most documentation is in place and systems to reflect on practice identify areas for development. Consequently, the club is able to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- ensure suitability records are readily accessible for inspection by Ofsted (Documentation) 02/05/2011

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

- develop systems to work with other early years providers children may attend to provide a coherent approach to their learning and development

- develop staff's awareness and responsibilities with regards to the settings safeguarding policy and procedures

The effectiveness of leadership and management of the early years provision

Children are safeguarded as systems are in place to ensure staff continue to remain suitable to care for children. Documentation shows relevant checks are in place for staff working with the children at the time of inspection. The manager states checks have been completed on all staff, however the relevant documentation was not readily available for inspection, which is a breach of requirements. Children are protected as most staff are fully aware of their responsibilities and processes to follow should they any concerns about a child in their care. Risk assessments are fully in place for the provision and equipment used these are reviewed regularly ensuring children can play in safety.

Staff organise the rooms and the wide range of resources before collecting children from school. Therefore children can play with their chosen activity as soon as they arrive. Physical and noisier games are played in the larger of the two rooms; table top games and quieter activities are available in the adjacent room. Additional resources are stored on the stage area enabling children to make independent choices. Following the recommendations from the previous inspection access to more display boards in both rooms provides children a sense of belonging as their art and craft activities are exhibited, making the areas inviting and welcoming. One display board shows places children and staff have visited both aboard and in Great Britain. Posters around the hall depict positive images of diversity and greetings in various languages. This contributes to broadening children's understanding of the wider world.

The after school club has developed very good partnerships with parents. Parents speak highly of the provision and acknowledge that the club successfully meets their children's needs. Policies and various notices are accessible to parents and processes such as complaints are fully in place. Questionnaires are used to seek the views of both parents and children. The after-school club has yet to develop suitable links with other early years settings that the children they provide care for attend.

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

Children attend the after-school club from various schools in the local and surrounding areas. This enables children to mix with others and develop friendships outside of their own school environment. A planned, but flexible programme is organised by the manager. Plans may change depending on children's interests at any given time. 'Circle time' is used to discuss and choose additional games or activities the children wish to access that evening. Children become fully engaged in a range of activities provided.

Children play and cooperate well with one another as they share ideas to build 'dens', take part in board games or develop their art and craft skills. Children's creative skills are fostered well as they construct a variety of dens, big and small, hexagonal shapes, using resources such as chairs, tables and bean bags. They develop their imaginative play further through role play and using the range of dressing-up clothes. Children get regular access to physical play to aid muscle development. Plans to develop and extend the existing outdoor provision have already been identified to provide free-flow play.

Children are encouraged to take ownership of their club, developing and reviewing their rules; as a result, children are aware of expectations and their behaviour is very good. There is a very caring ethos throughout the group. Older children show care and include the younger children in their play. 'Circle time' is used as a time to share news about their day, proudly showing off items made at school, such as shields. Children are provided with opportunities to learn about the wider world as they explore different cultural celebrations and festivals, and gain an understanding of each others' family lifestyles.

Children's health is well promoted. They understand and adopt healthy habits through the choices of food and drink and opportunities for fresh air and exercise. Children wash their hands prior to eating and after using the toilet. Children who are collected from schools locally learn to keep themselves safe as they learn about road safety procedures and wear high visibility tabards. Regular fire drills ensure all children who attend the club know how to leave the building quickly and safely in emergency situations. Children clearly know routines and what is expected of them. For example, on entering the hall, outdoor clothing is removed and hung on pegs provided.

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	3
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

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