

Battling Brook After School Care Service

Inspection report for early years provision

Unique reference number	226362
Inspection date	09/06/2011
Inspector	Tara Street
Setting address	Battling Brook CP School, Frederick Avenue, Hinckley, Leicestershire, LE10 0EX
Telephone number	01455 230799
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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

Battling Brook After School Care Service is privately owned and managed. It was registered in 1991 and operates from the music room of Battling Brook County Primary School in Hinckley, Leicestershire. Children have access to a secure, enclosed, outdoor play area. A maximum of 32 children aged from three to under eight years may attend the setting at any one time. The setting also offers care to children aged eight years to 11 years. The setting is open Monday to Friday from 3.15pm to 5.30pm during term time and is open during some school holidays from 7.45am to 5.45pm. Children attend from the local and surrounding areas.

There are currently 56 children on roll. Of these, 38 are under eight years and, of these, ten are within the early years age range. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the owner and manager, who work directly with the children. Of these, one holds a degree in Early Childhood Studies, two hold National Vocational Qualifications (NVQs) at level 3 in early years and play work and one member of staff is currently working towards a degree in Early Childhood Studies. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy friendly relationships with the staff who create a happy environment in which children can play and learn. Staff work together well to implement an appropriate range of activities and experiences. They meet children's individual developmental needs appropriately and promote aspects of children's welfare and learning satisfactorily. While the setting shows a satisfactory capacity to improve, processes of self-evaluation are not yet fully developed. As a result, some of the requirements for the safe and efficient management of the provision, with regards to risk assessment records, have not been met. This is a breach of requirements and impacts on children's overall safety.

What steps need to be taken to improve provision further?

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

- 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)

28/06/2011

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

- review procedures to ensure regular evacuation drills are carried out
- improve self-evaluation to effectively identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- extend learning opportunities for children to know about and choose healthy snacks.

The effectiveness of leadership and management of the early years provision

Staff members are well qualified and deployed to provide sufficient levels of support for the children attending. There is a clear recruitment policy in place, which ensures all staff are vetted for their suitability and undergo a sound induction process. Staff understand safeguarding procedures and the importance of reporting any concerns to the relevant agencies promptly. Most records, policies and procedures required for the safe and efficient management of the provision are appropriately maintained. However, regular evacuation drills are not carried out to ensure all children are sufficiently familiar with the routine for keeping themselves safe in an emergency. Children use a wide range of toys and equipment which are safe and suitable. Risk assessments are carried out regularly and staff carry out safety checks at the beginning and end of the session to ensure that the environment is suitable. 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 as required by the Early Years Foundation Stage framework.

The owner and manager use self-evaluation systems appropriately and are aware of some of the areas for improvement. However, the rigour and levels of monitoring and analysis, to improve the quality of the provision for all children, are uneven. All of the recommendations made at the last inspection have been suitably addressed. Resources, including staff and the available accommodation, are deployed appropriately to help maximise children's development and happiness. Inclusive practice and equality and diversity policies and procedures are appropriately implemented throughout the setting and as a result each child's individual needs are recognised and supported.

Staff form friendly relationships with parents and carers of children. On admission to the provision staff seek information from parents regarding their child's interests, likes and dislikes. Staff exchange verbal information at the start and end of each session, keeping parents informed about what their children have been doing and the care they have received. Parents access information regarding the running of the provision through regular newsletters and access to a parents' notice board. Parents clearly feel comfortable within the provision and speak highly of staff. There are suitable links with staff in the host school and with other early years practitioners to ensure children's needs are planned for. These ensure

children receive a complementary framework and continuity of learning and care.

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

Children quickly settle and soon begin to feel confident and secure in the relaxed environment. Staff are friendly and interested in children as individuals and, as a result, they put them at their ease. Children make their needs known and enjoy sharing experiences and ideas with staff. Children behave well and make a good positive contribution to the setting. They know what is expected through familiar routines and clear explanations. Staff remind children of the rules and their views are valued when agreeing codes of conduct for a harmonious group. Children receive positive interaction from staff, who join in their play, model expected behaviour and talk with them. Each child is allowed sufficient time to complete an activity at their own individual pace. This provides continuous support for their development and also builds their confidence. As a result, children gain valuable skills for the future. Staff observe children as they play, using their observations to ensure that each child's needs are met appropriately.

Children's activities are planned according to their own interests and preferences. They make spontaneous choices from the range of toys and equipment available and concentrate well on self-chosen tasks and adult-led activities. Children use language appropriately to communicate, initiate conversations, describe what they are doing and organise their play. They solve problems as they build, construct and play games. Children enjoy participating in activities where they take turns, work as a team and use individual skills. For example, a group of children enjoy playing a board game and display a range of skills as they follow instructions and calculate the scores. They use their imagination as they pretend to be hairdressers and post office staff and eagerly use a variety of craft materials to create pictures and collages. They learn about the wider world through daily resources, such as books, puzzles, dressing up clothes and role play equipment.

Children are developing an appropriate sense of safety. They understand the safety rules because staff explain to them about hazards, such as running indoors and the possible consequences of this. Children are developing a satisfactory understanding about healthy lifestyles. For example, they practise appropriate procedures for their own personal hygiene. However, some learning opportunities for children to know about and choose healthy snacks are less well developed. Children regularly play outside with a range of equipment which helps the development of their physical skills. For example, they regularly participate in throwing and catching activities and games of football.

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

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	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