

# Burstwick Out Of School Club

Inspection report for early years provision

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**Unique reference number**

EY245573

**Inspection date**

21/06/2011

**Inspector**

Tara Street

**Setting address**

Burstwick Community Primary School, Burstwick, Hull,  
HU12 9EA

**Telephone number**

01964 625731

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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**

Burstwick Out Of School Club is run by a voluntary management committee. It was registered in 2002 and operates from a prefabricated building within the grounds of Burstwick Community Primary School in the East Riding of Yorkshire. Children have access to a secure enclosed outdoor play area. A maximum of 24 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 12 years. The setting is open Monday to Friday from 7.45am to 8.50am and on Monday to Thursdays from 3.30pm to 5.45pm during term time. School holiday provision is also available depending on demand.

There are currently 40 children on roll. Of these 20 are under eight years and of these two 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 six members of staff, including the manager, who work directly with the children. Of these, two hold a qualification at level 3 in early years and playwork and two hold a qualification at level 2 in playwork. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are well cared for in a welcoming and inclusive environment. Staff provide a stimulating range of activities which are fun, capture children's imagination and cover most areas of learning well. Detailed policies and procedures are implemented effectively to safeguard and promote children's welfare. The setting has built friendly relationships with parents and carers and overall, partnerships with other early years professionals are good. Staff evaluate their practice effectively and have a clear understanding of their strengths and areas for further development. The setting demonstrates a good capacity for continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- enhance systems further to maintain a regular two-way flow of information between all other early years providers which children attend to ensure continuity of care and learning.
- review routines to ensure opportunities for children to develop their self-reliance and independence skills are consistently provided.

## **The effectiveness of leadership and management of the early years provision**

Staff have a good understanding of the safeguarding procedures because they have attended child protection training and are proactive in helping children to understand how to keep themselves safe. All of the records, policies and procedures that support the setting to promote positive outcomes for children are well maintained. Regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the setting. Staff members are appropriately qualified and there is a clear recruitment policy in place, which means that all adults who are employed are vetted for their suitability and undergo a sound induction process.

The setting's self-evaluation procedure gives the manager a good understanding of the strengths and areas for development. This ensures that improvements have a real impact on the experiences of those involved in the setting. The manager and staff value the views of children, parents and carers and take these into consideration when identifying priorities for planning. Recommendations from the last inspection have been successfully implemented, demonstrating a commitment to continuous improvement. Staff deployment is effective as children are continually supervised. Resources are accessible and enable children to make independent choices about their play. Equality and diversity are fostered well through a range of resources and activities that expand children's understanding of the world around them.

Good relationships have been established with parents and carers. The setting offers clear and relevant information on what the children are doing, so that parents and carers can become involved in children's learning if they wish. Parents and carers appreciate the care their children receive and effective methods of sharing information have been developed. The relationship with the host school is good and clear links have been established with other early years professionals to ensure children's care and welfare needs are planned for. As a result, the individual needs of children are taken into account when organising routines, so that they are fully included. However, the consistent sharing of more regular information about children's on-going progress and achievements with other early years settings, where children also attend, is less well developed in order to ensure a complementary curriculum and continuity of learning.

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

Children make good progress in their learning and development and feel safe and relaxed in the setting. Positive relationships with staff make a major contribution to children's happiness and enjoyment. Adults are quick to spot any children who are concerned or upset, supporting them sympathetically and effectively. Relationships between children are good and they play together cheerfully, sharing ideas and equipment sensibly. Older children often help younger ones, join in their games and are very caring towards them.

There is a good balance between lively outside play and inside activities. Staff prepare an interesting range of activities for children, in which they become completely absorbed. For example, children enjoy being creative with a wide range of art and collage materials as they create sunflowers and butterflies to go on their 'English Country Garden' wall display. Children use language well to communicate, initiate conversations, describe what they are doing and organise their play. They solve problems as they build, construct and play games. Children are developing their independence through tasks, such as choosing toys and equipment for themselves. However, some opportunities for children to develop their self-reliance and independence skills during snack routines are not consistently provided. Children's information and communication technology skills are promoted well as they experience regular opportunities to access computers, games consoles, calculators and a range of battery operated resources. As a result they are developing their skills for the future well. They develop a good understanding of the world around them as they chat to adults and each other and take part in everyday activities. For example, they examine a range of clothes, objects and food for Chinese New Year. Planning of activities is flexible, responding to the children's interests and ideas. Staff observe and assess children as they play. This information is used effectively to support them in assessing the progress which children are making towards the early learning goals.

The setting places a good emphasis on healthy lifestyles. Children practise good procedures for their own personal hygiene. They learn to make healthy choices in what they eat through discussion and clear examples set by adults. Children learn about aspects of their own safety through daily discussion and planned activities; this includes recognising hazards in the environment, and using equipment safely. Overall, all children make good progress in their learning and development, enjoy themselves and are well-prepared for life outside the school day and future learning experiences.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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