

The Bruff Club

Inspection report for early years provision

Unique reference number	EY418350
Inspection date	18/07/2011
Inspector	Carol-Anne Shaw

Setting address	The Bruff Club Community Sports Pavilion, School Road, Hemingbrough, SELBY, North Yorkshire, YO8 6QS
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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

The Bruff Club opened in 2002 and was re-registered 2010. It is a registered charity managed by a committee and operates from the cricket pavilion in the village of Hemingbrough in North Yorkshire, serving Hemingbrough Primary School and other local schools. The club has use of three rooms and access to a snack preparation area, toilets and large outdoor area. Opening times are Monday to Friday from 7.30am to 9am and 3pm to 6pm, during school term time and 7.30am to 6pm in the school holidays.

The club is registered by Ofsted on the Early Years Register and compulsory part of the Childcare Register to care for a maximum of 21 children under eight years at any one time, all of whom may be in the early years age group, with none under the age of three years. There are currently 30 children on roll. Of these, eight are in the early years age range. The club is also registered on the voluntary part of the Childcare Register, with children up to the age of 12 years attending.

The club employs four staff, including the manager, during term time, with extra staff employed to cover in the school holidays. Of these, three have a level 3 relevant childcare and play work qualifications. The club is a member of the organisation 4 Children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is promoted by the caring staff team through providing a child friendly environment for them to play and learn. The staff team, through attending training, have a good understanding of the Early Years Foundation Stage to enable them to support children's individual needs. The self-evaluation has yet to be completed and formalised. The partnerships in place help to provide continuity of care for all children. Children's welfare is being safeguarded by a range of effective records, policies and procedures.

What steps need to be taken to improve provision further?

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

- develop the systems to review and evaluate the quality of the provision, for example, through completing the Ofsted self-evaluation documentation.

The effectiveness of leadership and management of the early years provision

There are effective recruitment and induction procedures in place to ensure the staff are suitable to work with younger children. The documentation, policies and procedures required for the safe and efficient management of the Early Years

Foundation Stage are in place. They are implemented, regularly reviewed and shared with parents. This ensures children are safeguarded, included, their needs fully met and their welfare fully promoted. The staff team are able to identify and act on any safeguarding concerns or additional needs of the children. Inclusion is embedded in the provision, with the staff team working to achieve integration for all children. This includes working closely with other agencies to further support individual children.

Resources, including staff, are effectively deployed to support inclusion, equality and diversity. These are well organised to ensure children can freely access equipment to allow them to direct their own play and leisure time. The partnership with parents is effective. They are complimentary about the service provided by the group and find the staff friendly and approachable. The parents state that their children are happy, safe and enjoy coming to the club. Information sharing systems are effective in identifying and supporting children's individual needs and ensuring good channels of communication with parents. The group have good links with the local school where children are collected each day. This ensures continuity in children's welfare and development.

The manager has high aspirations for the club and the whole team are committed to continuous improvement and strive to achieve the best outcomes for all children. The informal self-evaluation is in its early stages to identify their strengths and areas for further development to secure further improvement. They are seeking the views of the staff, parents, children and other external professionals. This is the first inspection since registration. Therefore, there are no recommendations to complete. The club is inclusive and welcomes all children. Children with special educational needs and/or disabilities are fully integrated. A good standard of care is promoted to further ensure all children's welfare and safety. Ongoing appraisals and continuous professional development opportunities are available for the staff team to develop their knowledge and understanding. This has a positive impact on the overall quality of the provision and the outcomes for all children.

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

Systems for gathering information from parents are effective in establishing what children know and can do, their likes and dislikes and things important to them at home. This information is used to help children settle and to plan for their individual needs and leisure interests. The staff team are skilled at observing children to assess their stages of development and identify appropriate activities for them to enjoy. The systems for recording this information are effective in supporting children's ongoing development. The staff plan effectively for individual children's needs and ensure all are receiving personally meaningful and challenging experiences. Children's progress is closely monitored, to ensure all are fully included and making good progress. The key workers for children in the early years age group complete a record of children's achievements so they can be shared with parents and other professionals.

The provision and resources, both indoors and outdoors, are well planned and organised to ensure children enjoy their leisure time at the club. The areas of continuous provision are enhanced to follow children's current interests and other predictable interests, for example, seasons and celebrations. Good use is also made of external services to provide further leisure and learning opportunities for children, with a visit from a white rabbit and guinea pigs to support children's understanding of caring for animals. The staff effectively support and extend children's play, learning and leisure, through conversation and interaction. The outside area is used effectively to support many physical activities.

Children's good health and well-being is promoted as staff and children adopt good hygiene practices to prevent the spread of infection. The staff team support children to be independent and develop their personal care skills. Mealtimes are relaxed social occasions where children sit together and enjoy their healthy food and each other's company. They have daily opportunities for physical activity in their play. Children are developing a good understanding of how to keep themselves safe as they walk from school and practise the evacuation procedure regularly. They talk about road safety when out on walks in the local community. They are given opportunities to take safe risks when playing outdoors and learn to use a wide range of tools and equipment safely, for example, when in the garden planting and growing flowers.

The manager and staff have a good knowledge of the Early Years Foundation Stage requirements and work effectively as a team,, promoting children's welfare, learning and development through their leisure activities. The key worker system ensures children settle and warm, caring relationships are established at all levels. Children seek out staff for a chat and the younger children are very confident in the homely atmosphere of the club. They make friendships with their peers and play cooperatively, learning to take turns, share and compromise. Children are also content to play alone, often becoming absorbed in their chosen activities. They are praised by the staff for their efforts and achievements and children demonstrate good manners, using 'please' and 'thank you'. Children are developing a good understanding of their local and wider community, through the resources and activities provided. The systems in place ensure all children have their differences fully acknowledged and valued.

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	3
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