

# Bishopswood After School Club

Inspection report for early years provision

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**Unique reference number**

110349

**Inspection date**

04/10/2011

**Inspector**

Gail Robertson

**Setting address**

Bishopswood Infant School, Barlows Road, Tadley,  
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**Telephone number**

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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**

Bishopswood Kids Club operates within Bishopswood Infant school. It cares for children who attend the infant and junior schools. The club was registered in 1997 on the Early Years Register, and on both the compulsory and voluntary parts of the Childcare Register. The club is registered for 30 children aged from five to eight years. Older children are also cared for. There are currently 42 children on roll, five of whom are of early years age. Children attend for a variety of sessions. The setting welcomes children with special educational needs and/or disabilities and those who speak English as an additional language. The club opens five days a week during school term time, sessions are from 7.30am until 8.45am and 3.30pm until 5.50pm. It has the use of a resource room which includes a kitchen, the school hall, toilets, school playground, adventure area and the playing field and a classroom if necessary. Currently, there are five staff, four of whom have recognised early years childcare qualifications, including National Vocational Qualification at Level 3. There are strong links with the host and junior school.

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

Overall the quality of the provision is satisfactory.

Bishopswood Kids club is satisfactory. Children are happy and safe in an inclusive busy club. It works well with parents and carers and schools to support children's progress. Children's independence and their enjoyment of technology is not fully fostered. Currently, the overlap between the after-school club and the school's own club activities is not sufficiently monitored to ensure effective supervision. The committee has a business plan to support the club's development and as a result, there is satisfactory capacity for future improvement.

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

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

- foster children's independence by giving them more opportunities to take responsibility for everyday tasks
- provide children with access to technology in every session
- increase staff's awareness of other activities that are planned to take place on the school site so that they know in advance of the need to adapt supervision arrangements

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

Children are safe here because staff are vigilant and follow the club's policies and procedures. The policies and procedures are available and on display for parents, carers and visitors in the clubroom. Safeguarding procedures are given due priority, including those that ensure all staff are suitable to work with children. The chairperson has completed safe recruitment training and is well qualified to appoint staff. Staff have completed child protection and safe keeping training. Risk assessments are diligently carried out before the children arrive in the morning for breakfast club and again before the after-school club begins. Staff are observant throughout each session and expect children to help them keep the club a safe place. The infant and junior outdoor area is large and is open after school has finished at 3.30pm. Club members love the outdoor activities and staff make sure they are kept safe and secure. However, there are other clubs and activities that take place at the same time and the area is open to adults and their children. Although staff are careful to provide extra supervision for the children once they are outside, they are not sufficiently proactive in planning these arrangements in advance.

There has been no manager for the past 18 months but the deputy has ably carried out the duties. The committee, driven by the chairperson, recently appointed a suitable candidate and put a staff pay structure and a business plan in place as a result of its evaluation. Parents', carers' and children's views are regularly sought. Recommendations from the last inspection have been implemented. The deputy and staff work well as a team supporting children's interests and needs. There is a satisfactory range and amount of resources for children to use. However, there is only a limited amount of technology resources available. The resources are used well and cared for because children know this is what the staff expect.

Staff consider very carefully children's entitlement to have a right to play. They know children have a right to be heard and listened to. All adults ensure children integrate fully and are involved in all activities. They make the most of diversity, celebrate differences positively and encourage the older children to care for the youngest members. Daily planning includes many different types of play to support children's development. There is an adult led activity, such as cooking, and club members can also decide what they want to do. Consequently, the activities promote a diverse and inclusive environment that supports children's rights. Staff are consistent in their behaviour management and children respect this.

Partnerships with parents and carers and the host schools are good. Parents and carers are fully informed about their child's time here. Children's work is proudly displayed; this gives them a good sense of belonging and a feeling of self-worth and pride. Parents and carers appreciate all the hard work that the staff do to ensure their children are happy until they can be collected.

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

There are opportunities for both indoor and outdoor learning. Activities are planned after staff have observed and assessed children's needs and interests. Children have an enjoyable time and much laughter is heard. Children enjoy making choices in their play but their independence and sense of responsibility is sometimes stifled when staff do things for them, such as pouring their drinks at tea time or clearing up after the children have finished cooking. Children put their suggestions forward verbally; younger children are supported by older children and adults. They also record their suggestions in 'The Club Ideas' book. One wrote, 'More felt tips please that work'. There is a warm family feeling here as all children get on extremely well with each other and as a result they work and play happily.

Children look forward to seeing what staff have in store for them in the club. They know the club routines for the breakfast and after-school times and share their knowledge of how the club works with the newest children. Activities include all areas of learning, but the outdoor environment is a firm favourite of everyone here. Many like to do activities such as making a display board to celebrate Halloween. This was started by the breakfast club members and developed further by the after-school club children. Everyone learns how to get on with each other and to understand the importance of helping and taking responsibility, such as collecting the sports equipment at the end of the outdoor session.

All children feel safe and secure and develop a good sense of belonging. They know the importance of fire drills and reported what they do and why. Children benefit from the simple routines which enable them to have plenty of opportunities to make independent choices in their play. There are opportunities to participate in group activities where they learn to listen and cooperate with others. When icing and decorating biscuits they listen and talk with each other, sharing different decorating materials and praising each other's efforts. They show great empathy towards each other and treat each other and adults with respect and courtesy. Everyone learns how important it is to share and to be fair.

Children have a good understanding of keeping themselves healthy. There is no need to remind them to wash their hands as they know how important this is. They know exercise is good for them. They know that they can rest in the book area of the hall or do their homework here in peace and quiet. They learn about healthy food and enjoy the morning breakfasts. Tea-time foods are much appreciated as children are hungry after the school day. They try different types of foods from around the world, such as pizzas and tacos.

Children are friendly and contented. All the experiences children have here help to prepare them appropriately for the future and enable them to contribute to a community to make it a happy place to work and relax.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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	2
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	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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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