

Ashton Gate Out of School Care

Inspection report for early years provision

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Inspector	Sandra Croker
Setting address	Caretakers House, Ashton Gate Road, Ashton Gate, Bristol, BS3 1SZ
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Type of setting	Childcare - Non-Domestic

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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

Aston Gate Out of School Care is run by a voluntary committee. The After School Care operates from a separate two storey building in the grounds of Ashton Gate Primary school. The Out of School Care during the school holidays also operates from the school hall, library and adjacent toilets. Both schemes use the school play-ground for outside play. Children attend from Ashton Gate Primary School. The After School Care opens each weekday during school term times from 3.00pm to 6.00pm. The Out of School Care during the school holidays opens each weekday during school holiday periods, half-terms, and in-service days from 8am to 6pm. A Breakfast Club is run each weekday during term time from 7.45am to 8.55am.

Aston Gate Out of School Care is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 46 children may attend the setting at any one time, all of whom may be in the early years age range. Currently there are 149 children on roll, of which 32 are in the early years age range. Aston Gate Out of School Care supports children with special educational needs, physical disabilities and those who speak English as an additional language.

There are 11 staff employed to work with the children; of these, one has early years qualifications at level 2, four have early years qualifications at level 3 and four have early years qualifications at level 4 or above. Aston Gate Out of School Care is a member of the Bristol Association for Neighbourhood Day-care. It receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall the quality of the provision is outstanding. The needs of all children are met extremely effectively as staff have an excellent knowledge and understanding of every child. The children make admirable progress in their learning and development because of highly effective levels of support for individuals, and imaginative play opportunities. Children's welfare is extensively promoted by attentive and committed staff, following well-established routines and procedures. Children thrive in an inclusive setting where overall exemplary partnerships with parents and other professionals provide continuous care and positive outcomes for the children. The staff team work highly successfully together to make evaluative assessments, promote reflective practice and identify areas for development, which makes sure that future plans for improvement are well targeted.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- To enhance the links between the feeder school, parents and provider to share observations, assessment and planning to ensure children have the opportunities to develop their basic skills in a play situation.

The effectiveness of leadership and management of the early years provision

All staff have a comprehensive understanding of safeguarding issues and know who to contact should they be worried about a child in their care. There are rigorous recruitment and vetting procedures, which makes sure that staff are appropriate to work with children. The management team show exceptional dedication to staff training and development. The management team support staff to extend their skills and to discuss their professional development through consistent and purposeful staff appraisal. As a result, highly motivated staff take exceptional pride in their work and interact highly effectively with each child in their care. Detailed risk assessments for all areas of the Out of School Care are completed so that any hazards are identified and reduced. Staff are deployed highly productively to ensure children are supervised safely

The Out of School Care welcomes all children and is able to support children with special educational needs and/or disabilities and those who are learning English as an additional language. Staff provide a highly effective range of positive images and resources that help children to gain a positive attitude to differences. For example, children learn how to communicate in sign language as they sign how they are feeling using a poster to support them. Managers and staff have an in-depth understanding of anti-discrimination, enabling them to provide a service that is inclusive for all children and families. They make sure that they understand each child's background, cultures and beliefs and encourage children to recognise and respect differences. Staff put substantial effort into providing a comfortable and inspiring environment which is equipped with a wide range of easily accessible resources. Many of these are clearly labelled and children enthusiastically help themselves to the play materials they need.

Extremely effective partnerships are promoted with parents. Excellent relationships help to ensure that children settle and feel protected. Parents are extremely knowledgeable regarding their children's care and learning and can speak to their child's key worker at any time. Overall parents are provided with high-quality information about the setting. However, there are limited opportunities for parents to learn about the information shared between School and Out of School Care. Managers and staff exhibit an excellent commitment to working with external agencies to support the inclusion of all children. There are very strong and well established channels of communication between all agencies which successfully encourage individual children's learning, development and welfare. Highly effective use is made of advice.

The Out of School Care makes extensive use of self-evaluation to clearly identify and analyse practice. Staff work highly reflectively together, using a wide range of

opportunities to contribute to the continual improvement of the Out of School Care. Excellent systems of communication and discussion include staff, children, parents and community partners in continuing evaluation and forward planning. Children's opinions and ideas are respected and valued as an essential part of the development process.

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

Children are extremely happy, confident and secure at the Out of School Care. They clearly enjoy the inspiring activities provided and with exceptional assurance and independence make choices from the wide range of resources available. Children have developed a true sense of identity and formed wonderful relationships with their peers and adults. All children are treated equally, with any specific requirements being sympathetically met through discussion with parents and other professionals. Staff have an outstanding understanding of children's individual needs as they observe, discuss and record information on a daily basis. Information is evaluated and used positively to inform future planning, which clearly differentiates for individuals and groups of children. Staff, parents and other professionals work highly effectively together as a team to give all children highly effective support. Adults expertly model sentences, aid understanding, develop challenge and help children to work well together. Children show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. Children's health is protected through rigorous healthy eating and hygiene procedures.

All children make excellent progress with their personal, social and emotional development, attitudes towards others and to their learning. Children confidently use language imaginatively and also to organise their thinking. For example older children absorb themselves in board games whilst younger children incorporate musical instruments in their highly imaginative play. Staff help children highly effectively understand the society they live in through their play. For example children have enthusiastically worked as a team to design and create a mural of a street.

Staff have an extensive knowledge of each child's background and needs. Children experience other cultures by sharing unusual fruits at snack time and by sharing and cooking recipes from each other's families. For example the Out of School Care have previously made Anzac biscuits, which are from New Zealand. Children's language is very good. Staff model language exceptionally well, increasing children's vocabulary. Children point to the Star fruit. Staff encourage children to look closely and help them think about what they think it will taste like and why they think that. Children solve mathematical problems in everyday activities whilst playing board games and whilst working out how many children are taking part in different activities. Children are extremely curious and interested in finding out about objects, materials, about where they live and in each other's lives. The Out of School Care balances highly effectively with experiences children receive in

other settings they attend and promotes continuity and progression for children. Children have excellent opportunities for physical exercise using an exciting range of high quality play equipment.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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