

Bradley Out of School Club

Inspection report for early years provision

Unique reference number	311468
Inspection date	15/11/2011
Inspector	Eileen Grimes

Setting address	Bradley Community Centre, St Thomas Gardens, Huddersfield, West Yorkshire, HD2 1UZ
Telephone number	01484 223188
Email	
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Bradley Out of School Club is a committee owned childcare provision registered in 1998. It operates from a single storey building in the Bradley area of Huddersfield. The group serves the local community and is accessible to all children. There is a fully enclosed area at the back of the building available for outdoor play. The provision is open Monday to Friday from 7.30am to 8.45am and 3pm to 6pm during term time and from 8am to 6pm during school holidays

A maximum of 32 children may attend the provision at any one time. The provision also offers care to children aged over eight years. There are currently five children attending who are within the Early Years Foundation Stage. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. They presently employ four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The provision receives support from the local authority

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the after school club as staff are welcoming to children and their families. Good systems are in place to ensure children are safe, both in and out of the premises, and that their welfare is safeguarded. Staff provide a broad range of experiences that contribute to individual children's learning and development. Very good relationships with parents ensure that staff are meeting the needs of all children they are caring for. Staff promote inclusive practice well, ensuring that children are free from discrimination and feel valued. Management evaluate and reflect on practice.

What steps need to be taken to improve provision further?

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

- update policies and procedures in line with the welfare requirements
- develop systems for recording children's progress, including matching observations to the areas of learning
- ensure a record of all committee Criminal Record Bureau checks are kept at the premises.

The effectiveness of leadership and management of the early years provision

The manager and staff have a secure understanding of child protection procedures and know how to make referrals. The service has ensured all staff working on the

premises are vetted, and suitable to work with children. However, although all committee members are vetted records of these are not kept on the premises. A wide range of policies and procedures are in place. However, there is currently no designated staff responsible for child protection, children with special educational needs and/or disabilities and managing behaviour. There are good records of risk assessment in place for the provision and outings to ensure any potential hazards are promptly identified and minimised. All required records are in place to ensure children are well cared for. An extensive range of policies, including equal opportunities, are in place and shared with parents to ensure they are aware of the setting's responsibility. Management and staff effectively use the space available to ensure children have access to all six areas of learning in both the inside and outdoor play areas.

The provision is committed to the continuing development of the planning and assessment systems to ensure children are appropriately assisted and challenged to progress. The manager and staff have developed systems to ensure observations and assessments are linked to planning and successfully record the achievements made by the children whilst in the group. However, these are not linked to the areas of learning.

Partnership with parents is good. Parents arrive at the group relaxed and talk confidently with staff about a range of issues. Staff communicate with parents at the beginning and end of each session, informing them about their child's routine. Parents are invited to view their child's profile and are kept informed about the progress their child is making. This ensures they become involved with their children's learning and development. The setting has particularly effective links with the local school which the majority of children attend. Staff make time to ensure that topics are carried through from school to the group. They liaise with teachers within the early years department regarding progress and common goals for children to ensure continuity and cohesion.

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

Staff have a very good understanding of the learning and development requirements of the Early Years Foundation Stage. They observe the children's individual learning and record their development in their profile folders. These are very effectively used by staff to inform planning and to ensure the individual needs of the children are met.

The setting is most welcoming, with friendly, attentive and interested staff who listen to the children. Relationships between all groups within the setting are warm and caring so that children develop a sense of being a respected member of the group. Older children within the group take a particular interest and care for younger children. Children behave very well because they know and understand the rules of the setting as they are fully involved in setting rules and boundaries. Staff supervise children very well, model accepted behaviour and consistently respond to any inappropriate behaviour quietly and calmly. Children develop very good communication skills through daily discussions, themes and topics, and this is

highlighted by parents. Imaginative play is fostered and encouraged and incorporates a breadth of skills. For example, children in the role-play area of the house dress up and enjoy this time. Children play confidentially with board games and puzzles and negotiate with each other to ensure an outcome. They make very good use of space both in and outside, as the large space, provided within the room ensures children are able to play football and other ball games.

Children learn about healthy lifestyles. They understand the importance of washing their hands before eating and thoroughly enjoy the social experience at snack times. The children sit at tables to eat and know which foods are healthy and which are not. They demonstrate good table manners because adults provide positive role models, initiate conversations and reinforce appropriate behaviour through praise. Relationships between all children are good and they confidently access the activities which they find exciting and enjoyable. For instance, children cooperate with each other when playing with puzzles. Children listen to staff, and respect the rules of the group which they have written and check they are implemented. This helps children to develop the necessary personal and social skills to support their skills for the future.

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	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----