

# Brookburn Primary School

Inspection report for early years provision

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**Unique reference number**

EY355326

**Inspection date**

17/11/2011

**Inspector**

Teresa Clark

**Setting address**

Brookburn Primary School, Brookburn Road, Chorlton, M21  
9ES

**Telephone number**

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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**

(BOSH) Brookburn Out of School is owned and managed by a limited company and was registered in 2007. It operates from two rooms in Brookburn Primary School, Chorlton, Manchester. Children have access to a secure enclosed outdoor play area.

A maximum of 60 children aged from two years to under eight years may attend the club at any one time. The club also offers care to children aged eight years to 11 years. The club operates Monday to Friday from 7.45am to 9am and from 3.25pm to 6pm during school term time.

There are currently 98 children on roll. Of these, 65 are under eight years and of these 35 are within the early years age group. The children on roll attend the host school. The club is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

There are nine members of staff, including the manager who work directly with the children. Seven staff hold a qualification at level 3 in Playwork. The out of school club is a member of 'Children 4 Us'.

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

Overall the quality of the provision is satisfactory.

Children are provided with a welcoming and generally inclusive and enabling environment. Overall, the club meets the individual needs of the children, with systems for planning activities being developed. Sound partnerships are established with parents, carers and other professionals. Most of the required information is obtained from parents and carers in advance of a child being admitted to the club. Staff demonstrate a satisfactory capacity to maintain continuous improvement, however systems for self-evaluation are not fully embedded.

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

To meet the specific requirements of the EYFS, the registered person must:

- request information from parents about who has legal contact with the child and who has responsibility for the child (Safeguarding and promoting children's welfare)
- 01/12/2011

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

- develop provision for children who wish to relax and play quietly
- improve self-evaluation to effectively identify the setting's strengths and priorities for development that will improve the quality of provision for children
- develop further the planning of activities for each child from observations which have identified individual learning priorities.

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

Satisfactory arrangements are in place to ensure children are safeguarded. Staff are appropriately checked for their suitability to care for children. They have an adequate understanding of the signs and symptoms of abuse and are clear about the procedures to follow in the event of an allegation or concern being raised. Consequently, children are suitably protected. Staff know the children and their families well. However, the club has not obtained information from parents and carers about who has legal contact with children and who has parental responsibility. This is a breach of a legal requirement of the Early Years Foundation Stage framework. Adequate risk assessments are conducted on the premises to identify potential hazards.

An effective key worker system is in place, which helps staff get to know the children. Overall, the appropriate organisation and deployment of resources enables children to organise their own play ideas. Suitable relationships established with parents and carers contribute to the staff's ability to meet children's individual needs. Parents and carers value the friendly approachable staff and comment that their children enjoy attending the club. Appropriate links with the school ensure continuity and consistency for children.

The manager is motivated to seek further improvement. Recommendations from the previous inspection have been suitably addressed. This has a positive impact on keeping children safe. Systems for self-evaluation do not effectively identify all of the club's strengths and priorities for development that will improve the quality of provision for children. Equality and inclusive practice is adequately promoted throughout the club.

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

The welcoming atmosphere and positive interaction of staff enables children to feel secure. As a result, children are settled in the warm and friendly environment where they benefit from an appropriate range of activities and experiences. In the main, children are busy and occupied in activities. However, when children become tired towards the end of the session there is no designated area for them to relax or play quietly. Staff have an appropriate understanding of the Early Years Foundation Stage. As a result, children make satisfactory progress across all areas of learning. Key members of staff observe children as they play and identify learning priorities. However, this information is not consistently used to plan for

each child's individual learning. Children have appropriate opportunities to learn about the society in which they live and develop a positive understanding of differences through resources and the celebration of festivals.

Children develop warm and caring relationships with each other. For example, a younger child smiles with delight when she sees an older child arrive at the club and gives her a big hug. They are helpful towards each other and play well sharing and taking turns. They use language appropriately to communicate and initiate conversation. For example, children ask the inspector if she is an Ofsted inspector and talk about inspectors visiting their school. Various creative activities are offered on a regular basis and children enjoy access to a range of mark-making materials to practice their early writing skills. Children practise their problem solving skills as they use board games and engage in matching and sorting activities. The activities and opportunities provided appropriately support children in developing skills for the future.

Most children show a good awareness about what constitutes a healthy lifestyle. They adopt good hygiene practices, for example washing their hands before handling food. Children enjoy healthy snacks, which include salad and fresh fruit. They help themselves to drinks including fresh drinking water throughout the session. The outdoor facilities offer space for children to pursue energetic activities. Children enjoy a game of football and ride bikes and scooters. Children are aware of safety procedures. They demonstrate this as they follow rules, such as not entering the kitchen area or opening the door. Fire drills are practised regularly, which ensures children know what to do should the need to evacuate the premises arise.

## 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                             | 3 |
| 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  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 3 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|--|---|

### 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                           | 3 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

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## **Annex B: the Childcare Register**

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| 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 |
|--|-----|