

# Brough Eagles Out Of School Club

Inspection report for early years provision

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**Unique reference number**

EY366586

**Inspection date**

18/11/2011

**Inspector**

Laura Hoyland

**Setting address**

C/O Brough Children's Centre, Brough Primary School,  
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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**

Brough Eagles Out of School Club was registered in 2007 and is privately owned and managed. It operates from the Children's Centre at Brough Primary School, Brough in the East Riding of Yorkshire. The club has the use of the entrance hall, main playroom, a quiet room, kitchen and toilet facilities. There is an enclosed area for outdoor play. Children attend from Brough primary school and the wider community in the school holidays.

The setting opens Monday to Friday 7.35am until 9am and 3.30pm until 5.55pm in term time. It opens Monday to Friday 7.35am until 5.55pm in the school holidays. The provision is registered for 37 children and there are currently 190 children on roll. The provision is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The setting employs seven members of staff who work directly with the children. The majority of staff members hold appropriate early years qualifications to level 3.

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

Overall the quality of the provision is good.

Children's individuality is recognised and acknowledged by the staff who provide a warm, welcoming and stimulating environment for all children. All staff ensure that children's welfare, learning and development needs are met which enables children to progress well in all six areas of learning. Staff are aware of their strengths and areas of weakness. They set realistic targets to drive continuous improvement and generally strive to develop effective systems to ensure all children have personalised learning. The setting provides a safe and secure environment for all children. The setting has formed strong links with parents, carers and other providers.

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

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

- use assessment to plan the next steps in a child's developmental progress and regularly review this approach.

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

All staff have comprehensive knowledge on safeguarding issues and a high level of commitment to promoting children's safety. For example, all staff have attended safeguarding training and are aware of their roles and responsibilities. All staff have Criminal Record Bureau checks and are suitable to work with children. This

means that children are safe and secure while in the setting. The setting has comprehensive risk assessments that are reviewed regularly to ensure that children are safe and secure while on the premises and on outings.

The environment is well organised to allow children freedom to move around and access a range of learning opportunities and activities. The staff use their enthusiasm and knowledge to ensure children are engaged in activities and have an enjoyable time at the club. The staff access resources in the local community to promote children's development. For example, the 'tooth fairy' visits to discuss dental hygiene with the children. Children access a wide range of resources and activities that support their learning and development as staff plan well to ensure that children have access to a variety of learning opportunities. Staff demonstrate that they know each child well and they have created good relationships with children.

Staff are aware of the setting's strengths and areas of development. They prioritise aspects of the provision to ensure that there is continuous improvement. For example, staff identify the need to continually review and develop their planning systems to ensure that each individual child's next steps are effectively planned. The setting has addressed previous recommendations promptly and effectively, which ensures that all children's welfare needs are met.

Staff have formed strong relationships with all parents and carers. They share information regarding children's learning, development and welfare on a daily basis and are eager to share children's enjoyment in the activities they have taken part in. Staff have formed positive links with the school and share information on children's development. This means that parents, carers and other practitioners are involved in children's learning and development and each child is well supported in working towards the early learning goals.

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

Children are settled and excited to find out what activities are available when they arrive. Children know their responsibilities in the setting. For example, children confidently sign their own register in addition to the register staff complete. Children independently access resources and play co-operatively showing that they have respect for each other. For example, a group of children create Christmas baubles to sell and raise money for charity. Some children independently choose to play outside and this shows that children are developing their confidence and self-esteem. Children are aware of how to stay safe as staff invite community police officers in to the setting to discuss staying safe in the community. Staff understand children's individual needs and respond to these well and this ensures children feel safe and secure.

Children follow good hygiene procedures by washing their hands before meals and after toileting. Children understand the importance of good hygiene routines and independently access hand washing facilities. This shows that they are developing

a good awareness of a healthy lifestyle. Children enjoy balanced and nutritious meals and are keen to try new foods. Children self-serve their meals and older children support younger children at the table. This means that children are developing an ability to support each other. Children exercise regularly and use the local park to engage in ball games. Some staff are qualified to coach different sports and this means that children are able to experience different physical activities to develop skills using their bodies. Children are able to decide whether they wish to play indoors or outdoors as staff are well deployed.

Staff regularly observe children and this enables a rich and stimulating environment to be created. Activities and learning opportunities are based mainly on children's interests and staff plan for each child individually to keep them interested and motivated to learn. For example, children really enjoy playing board games with staff and they use this to support children's personal, social and emotional development. Staff talk continuously to children to find out their interests and what they can do. However, children's next steps are not consistently incorporated into the planning but nevertheless they progress well.

Children readily access a wide range of resources including books, games, computers and craft materials. Children enjoy working both together and independently during craft activities to explore their creativity. Children display a strong sense of belonging in the setting and behave very well. This is because all staff regularly praise the children and give clear explanations of boundaries. Children have established their own council where they discuss the setting and propose changes. This gives them a sense of responsibility.

Children work co-operatively with peers, which shows that they are developing respect for others. This is promoted by the staff who provide books and activities that reflect diversity and they access a wide range of additional resources from the Children's Centre to promote different cultures and beliefs to develop children's knowledge and understanding of the world.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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