

The Studio

Inspection report for early years provision

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Inspector Angela Hufton

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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

West Bridgford Out of School Club Care Ltd opened in 1999. The West Bridgford Junior School site provision is known as The Studio and operates from a purpose built portable building which is situated adjacent the school grounds. The setting also have access to a large enclosed outdoor play area. The provision is situated close to the town centre of West Bridgford and serves families within the local area. Children are taken and collected from Abbey Road Primary, St Edmund Campian Primary and West Bridgford Infant and Junior schools.

The setting is registered to provide 85 places for children and there are approximately 250 children on roll. The Studio operates Monday to Friday, from 7.45am to 9am and 3.30pm to 5.45pm, during term time. Full day care is available during school holidays from 7.45am until 5.45pm. Children attend a variety of sessions each week, depending on parental wishes. The setting provides support to children with special educational needs and/or disabilities and for children who speak English as an additional language.

There are 12 staff available to work with the children. Of these, two hold an early years qualification at level 6, one holds a level 4 and five hold a level 3, with other staff members currently training. The setting links with other provisions within the group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting achieves its aim to provide excellent quality care and education for children. Every child is treated as a unique individual who is fully respected. The inclusive approach enables each child, regardless of their needs or abilities, to be included and accommodated well. Outstanding working relationships with parents enable each child's welfare needs to be met exceptionally well and sets them on the road to achieving highly in their learning and development. Very strong links are maintained with all others who are involved with every child to promote the best continuity of care and learning. Continuous improvement of the provision is prioritised and builds on the ongoing reflective practice of every staff member.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- implementing the planned development of the wooded area to extend children's opportunities to learn from the environment.

The effectiveness of leadership and management of the early years provision

The key strength of the provision is its outstanding leadership and management. The owner and managers' passion for their work and the inclusive approach fully ensures an extremely robust framework for children's care and learning. All the required records are maintained well and policies and procedures underpin daily practice effectively. Staff are encouraged and supported and are treated as individuals in the same way as the children and their families. This results in a committed and vigilant team who deploy themselves very well. They are supported in their work by being given every opportunity to increase their skills and knowledge, especially through qualification training and assurance that their thoughts and ideas will be considered equally with those of management. Staff employment systems are fully robust and safeguarding training is prioritised for as many staff as possible. Risk assessments are carefully recorded and staff are vigilant to ensure high safety standards are maintained.

The leaders are highly diligent in their monitoring of practice throughout the provision. Improvement plans are reviewed at staff meetings and through daily interaction with the whole team. Current plans cover a wide variety of issues and range from encouraging children to assess risk for themselves to increasing awareness of safeguarding through regular reviews. Although the outdoor environment is used regularly by the children, it has been identified that further development is needed, such as, developing the wooded area to provide a wider range of activities and reflecting children's interest in the environment. Plans are in place to implement this and also to develop bat and bird boxes to increase the amount of animals on site.

Relationships with parents and others involved with each child are very high on the agenda. The provision is committed to supporting the whole family. This contributes significantly to them becoming engaged in their children's future experiences and supports staff in establishing secure starting points for the children's learning. Parents are very well informed through an abundance of literature which includes government leaflets, as well as the provision's own and they are presented extremely attractively. Strong links with local schools and other professional agencies that are involved with children impacts effectively on every child's continuity of care and learning.

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

Each child's care and learning needs are supported extremely well. The physical environment that they experience is exceptional. There is a calm and nurturing atmosphere throughout the building which is light and spacious. The free access to outdoors enables children to relate very closely to nature and experience a wide range of exciting and stimulating physical activities. The focus on developing life skills means that children achieve very well in their personal, social and emotional development. Children are encouraged to develop healthy lifestyles by being

provided with a nourishing and varied diet which includes fresh foods. Lots of fresh air and physical exercise is easily available through the daily walks to and from the provision and staff are very skilled in using these opportunities to extend children's learning of the local community and environment.

Children are supported to develop good personal hygiene habits and become as independent as possible in their self-care from an early age. For example, pre-school age children join with school age children for their meals and are encouraged to serve themselves and pour their own drinks from jugs of water. They also take their used plates and scrape of any remaining foodstuff into dishes. They demonstrate extremely good manners and older children are very supportive of younger children's needs. Children are very polite to each other, reflecting the way they are treated by the staff, and take good care of their surroundings and resources. The staff's attitude towards the children also helps them to feel safe in their environment and with the people that they come into contact with each day. Their safety is further endorsed by the children knowing how to behave on the paths and roads when they go out and about in the local area and taking part in regular building evacuation drills.

Children are given plenty of time to enjoy activities of their choosing at all stages. As a result, they develop very good concentration skills from a young age. For example, when they examine how their cars go up and down the garage ramps, or why they topple over the edge. They are skilfully observed and prompted by staff who comment on what they are doing and why the larger van might be a bit heavy/tall for the car ramp and what other cars might work better. Activities, such as, taking part in filming plays and group discussions about who has which role, encourage young children to become confident in group situations. Children are encouraged to negotiate and take turns and during circle times older children support and encourage younger children to join in. They praise each other as they recognise the letter of the week. Older children help explain the fire evacuation procedures to the visiting younger children.

An extensive range of equipment and resources is used by the children to support their learning which includes toys and equipment, all of which are easily accessible. Children are very confident to adapt items in their play, such as for their Halloween film. Children have access to a variety of resources that help them learn to use information technology. These range from interactive toys, such as, mobile phones, a computer, cameras and video recorders.

All children make excellent progress towards the early learning goals as required by the Early Years Foundation Stage, and most exceed them. Staff observe children closely to identify their individual interests and abilities and use their observations very well to plan for each child's next steps. Much of the children's learning is self-directed, with the staff ensuring that children are shown clearly how to use various pieces of equipment so that they know how to use them when they want to. Records of observations ensure that staff can easily identify areas where individual children may be making less rapid progress and then they can plan to rectify this. Children are supported extremely well to develop the skills and knowledge they will need 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?	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

The quality of the provision in the Early Years Foundation Stage	1
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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