

Bosh 8

Inspection report for early years provision

Unique reference number

EY420386

Inspection date

16/11/2011

Inspector

Nicola Nolan

Setting address

Broad Oak Primary School, Broad Oak Lane, MANCHESTER,
M20 5QB

Telephone number

07891636434

Email

head@broadoak.manchester.sch.uk

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

Bosh 8 was registered in 2010. It operates from Broad Oak Primary School, in Manchester. Children have access to the hall and the outdoor playground. The out of school club serves the local area and has strong links with the school. A maximum of 50 children between the ages of three and 11 may attend the setting. There are currently 11 children on roll. Of these, one child is within the early years age range. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and children who speak English as an additional language.

The out of school club opens five days a week. Sessions are from 3.30pm to 6pm term time only. Children are able to attend for a variety of sessions. The club employs two members of staff who hold early years qualifications to level 3. The manager is a qualified teacher. Bank staff are available to adhere to ratios. The setting receives support from Manchester Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy themselves at this setting and are confident and share good relationships with the staff and their peers. Children's learning and development is promoted as they endeavour to work in partnership with the main providers of the Early Years Foundation Stage. Resources are mostly effective in meeting children's needs. The setting shows satisfactory capacity to improve, although self-evaluation is in its infancy and is an area for development in order to continuously improve the quality of provision for all children. The setting ensures children are safe most of the time. However, the dining room that is used for the out of school club is also used as a thoroughfare for teachers and parents of children in the school which puts the children at risk.

What steps need to be taken to improve provision further?

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

- extend the range of resources to support children's learning and development in all areas of learning
- develop self-evaluation in order to continually improve the quality of the provision
- ensure staff are aware of the whereabouts of other people in the building and of other users on the premises.

The effectiveness of leadership and management of the early years provision

Children are protected satisfactorily because the staff are aware of their duty to safeguard the children in their care. The children are protected from harm as there is a policy and procedure to follow should there be any concerns about a child. Risk assessments of the environment are carried out regularly to ensure the safety of the children, and staff constantly supervise the children. However, the setting operates in a communal building and the whereabouts of other people and other users of the premises are not always known. This potentially puts children at risk.

Children have free access to the resources available as they are well organised so that children can choose what they wish to play with. These include some resources that positively reflect differences. However, children have little opportunity to engage in imaginative play, use construction equipment or to investigate and explore. This limits their learning and development. Information communication and technology resources are also limited and this affects children developing skills for the future.

The vision of the after school club is to provide quality after school care to support parents that are unable to collect children from school. Self-evaluation is used to identify strengths and areas for development. However, self-evaluation is in its infancy, and is an area for development to continuously improve the quality of provision for all children. Strengths of the club include the manager's recognition that the range of resources needs to be added to in order to cater for the individual children's interests.

Children benefit from the relationships the club has with parents and carers and other providers delivering the Early Years Foundation Stage. Parents are initially provided with a starter pack, which includes the policies and procedures. This ensures they are well informed about how the care of their children is organised. A folder containing information about their child's progress and involvement in the club is shared with parents. This also contains consents from parents to enable the club to liaise with schools about their child's learning and development. These partnerships ensure progress towards the early learning goals are supported.

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

Children's learning and development are promoted by the club. They enjoy the relaxed friendly atmosphere of the club where the staff are sensitive to their individual needs. Children enjoy and achieve appropriately in the club because the staff make observations of learning and take account of the children's interests. They use this information when providing resources to promote child-initiated play. Planning is all child-led as this reflects the nature of the club. As a result children are happy. Children are settled and feel safe and secure at the club because the staff ensure that they are protected from harm. For example, children regularly

take part in fire drills and understand the reason they do this.

Children's learning is supported when the staff interact and communicate with them. For example, they are encouraged by the staff to use glue and glitter to make pictures. Children squeeze glue bottles and watch the glue drizzle onto paper. They smile as they sprinkle glitter onto the glue. Children use mark-making materials to develop their writing skills and the staff support their efforts and model ways to use the materials. Children choose books to refer to when making pictures. For example, they choose the story of 'Cinderella' to look at and make their own pictures. Children engage in creative play using small world trucks and compare the sizes of the different vehicles. They wheel the trucks and crawl alongside them to different areas of the room. Having these resources available enable children to develop skills for the future. However resources do not cover all areas of learning and this limits the progress children make.

Children have regular access to the outdoors. For example, they skip, use bats and balls, make dens and play football. This gives children opportunities for fresh air and physical exercise. As a result, their physical health is well promoted. Children are starting to learn about making good choices in food because they are offered healthy options, such as fruit. This helps to promote their good health,

Children's personal hygiene skills are developing because there are daily routines in place. The staff also set examples for the children to follow. For example, staff promote hand washing by explaining the reasons for this before eating snacks and sitting with the children whilst they eat. Children's behaviour is acceptable and reflects the role model provided by the staff. They are respectful and friendly to each other and play together happily. Children also benefit from the links that the club has with the school as they learn about equality and diversity through the activities the school provides. For example, the school invite the children from the club to Eid parties. This means they are learning about their own and other's cultures.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	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	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
The extent to which children develop skills for the future	3

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