

# Chapelbreak Out of School Clubs

Inspection report for early years provision

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**Unique reference number** EY339089  
**Inspection date** 04/01/2012  
**Inspector** Lindsey Cullum

**Setting address** Chapelbreak Village Hall, Bowthorpe, Norwich, NR5 9LG

**Telephone number** 01603 442059  
**Email** chapelbreakclub@hotmail.com  
**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

Chapelbreak Out of School Clubs registered in 2002 and opened again in 2006. It is run as a Community Interest Company. The club operates from Chapelbreak Village Hall on the outskirts of Norwich and serves a number of schools in the local area. The club has sole use of the building during each session, including the main hall, a smaller room, bar area and associated facilities. There are enclosed areas for outdoor play.

The setting is registered to care for a maximum of 80 children from three to under eight years at any one time. There are currently 138 children on roll with up to 22 children attending from within the early years age range. A Breakfast Club is held each weekday during school term time from 7.45am to 9am and an After School Club from 3pm to 6pm. A Playscheme operates from 7.45am to 6pm during school holidays and school inset days. The club supports a small number of children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The club employs nine members of childcare staff, most of whom hold relevant early years qualifications. Children are accompanied to and from schools by staff members on foot or in taxis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Chapelbreak Out of School Club provides a happy, enjoyable experience for children and meets the learning and development needs of all children, including the youngest, well. The strong leadership from the management team alongside competent and enthusiastic staff, ensure that children's welfare is actively promoted and children are safe and secure at all times. Policies and documentation generally support the successful operation of the setting. Children are valued and respected. The setting works in close partnership with parents and other settings the children attend to provide an inclusive service where their individual needs are actively met. Systems for monitoring and evaluating the provision are being established to consistently identify and target priorities for the development of the provision.

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

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

- enhance the area used by children to rest and relax after school
- review and update the risk assessment, policies and procedures so these reflect current working practices
- develop further the use of self-evaluation, taking in to account the views of

all staff, children and parents when targeting priorities for the further development of the setting.

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

Children are well protected because staff have a good understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff regularly update their training and relevant information is easily accessible within the setting. Rigorous checks ensure that staff are vetted prior to employment and are suitable to work with children. Appraisals are carried out annually, which enable staff to review their practice and plan for their professional development. Induction procedures for all new staff and volunteers ensure that they are fully aware of their roles and responsibilities. A range of policies and annual risk assessment are available. However, these have not been reviewed or updated recently to reflect the current practice within the provision. Staff are vigilant and carry out checks on a daily basis to ensure the provision is safe for children, any hazards are quickly identified and appropriate action is taken. Staff routinely verify the identity of all visitors and are vigilant about the safe arrival and collection of children, ensuring that they are fully safeguarded. Furthermore, rigorous procedures are in place to ensure the safety and welfare of children as they are transported between the setting and their school. The premises provide a suitable venue for children to experience a range of activities, such as, cookery, art and crafts and using modern day technology. Good use is made of the easily accessible outdoor areas for games, exploration and messy activities. In addition, children are frequently taken to the nearby park to supplement their physical play opportunities.

Children benefit from the enthusiasm of the staff and their commitment to ongoing training. They are deployed well to support the children and ensure routines run smoothly. Those who are qualified outnumber unqualified staff during each session, but all staff are suitably experienced and clearly know their roles and responsibilities. The management team demonstrate they are fully aware of their responsibilities under the Early Years Foundation Stage to promote children's welfare, learning and development. Systems for monitoring and evaluating the provision are being established and to assist in identifying priorities for improvement. However, the views of all staff, parents and children are not being rigorously sought to provide a comprehensive overview of the provision.

The setting has a flexible and inclusive approach to partnerships with parents, which promotes the care and welfare of all children. Parents' views about their children's needs are actively respected. Staff keep parents well informed through daily verbal communication, newsletters and access to information on the setting's website. Staff, parents and other settings the children attend use a variety of verbal and written methods to continually exchange information about the children. This ensures an effective system is in place to actively support continuity of care and ongoing progress for the children. Parents speak very positively about their children's experiences at the setting, including that they are happy, have fun and staff are supportive and professional.

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

The setting makes an effective contribution to children's learning and development and promotes their welfare well. Staff plan to ensure that there is a good variety for all areas of learning, while avoiding overexposure to the same resources for those children who attend frequently. They provide a good balance of adult-led activities and provide accessible resources, so that children can choose and pursue their own interests. As a consequence, children develop independence and persevere with their own ideas and creations. For example, children spend long periods drawing very detailed pictures or make book marks from a range of creative materials. Children's progress is actively secured as staff make regular observations of the children during activities. This information is then used to plan a diverse range of activities that are derived from children's interests and are well matched to their abilities. Younger children's progress is recorded in small books, which are shared with parents.

Many of the children are confident speakers who communicate effectively, responding well to the easy manner adopted by the staff. Staff are constantly on hand to offer their support and advice. They listen to any problems the children might have and help them to find a solution. Children talk easily to staff, sharing their experiences at school or during the holidays. Good use is made of opportunities to build in children's academic development; such as counting and matching while playing cards, weighing during cooking, joining in reading shared stories or opportunities to write and record information.

Creative activities are very much enjoyed with a wealth of resources available, so that children can explore their own ideas. Children are very proud of their achievements and are frequently encouraged and praised by the staff. Children's growing independence is nurtured. They develop caring and mutually respectful relationships with the staff, who encourage all children to become confident and enjoy their time in the setting. Children demonstrate they care for each other and friendships are clearly developing. They play well together and minor disputes are swiftly resolved by thoughtful discussion. This often happens without the intervention of the staff, who are always on hand keeping a watchful eye. Children clearly know the rules of the setting and the expectations of the staff. They are particularly good at sharing or taking turns while playing the popular computerised games. As a result, children are developing good personal and social skills, which prepare them well for further learning and making a positive contribution to the community.

Children's enjoyment of physical exercise is supported well through regular access to outdoor space. Children comment their favourite activities are playing games outside or visiting the park. Children learn to use large equipment safely and sensibly understanding how to keep themselves safe when they are away from the setting. They know the strategies used to keep them safe when walking between school and the setting and act responsibly. While some provision is made for children to relax after school on comfy cushions, this area is often used by children

for other types of play. Therefore, it is not always the quiet space some children require. Personal hygiene is a priority and good practices are reinforced, such as washing their hands before eating. The setting is effective at promoting the children's understanding of the need to eat healthily. All staff consistently reinforce this important message during the breakfast session and after school, while cooking activities are designed to look at healthy options. Drinks are accessible at all times and children, therefore, remain well-hydrated. All children, regardless of age, gender or ability are actively involved in events and the setting ensures children are surrounded by positive imagery of wider society and celebrate world festivals.

## 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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met