

Bayston Hill After School & Holiday Club

Inspection report for early years provision

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Inspector	Dianne Andrews
Setting address	Oakmeadow CE Primary School,, Longmeadow, Bayston Hill, SHREWSBURY, Shropshire, SY3 0NU
Telephone number	07979522197
Email	tarajthomas@btinternet.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

Bayston Hill After School and Holiday Club opened in and moved to Oakmeadow School in 2009. It is a privately run provision and operates in the village of Bayston Hill, a few miles from Shrewsbury in Shropshire. The club has access to two classrooms, the main hall/dance studio, library, design and technology suite, food technology suite, toilets and storage facilities. The building has ease of access, with all facilities used by the children on the ground floor. Outdoor play facilities are available with access to the school playgrounds and playing fields.

The club operates Monday to Friday between 3pm and 5.45pm during term time and 8.30am until 5.45pm during school holidays. Children can access a variety of sessions and most are pupils of Oakmeadow C of E Primary School, although the club also offers places to children from Severndale School and the wider community. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children aged from three to eight years may attend the club at any one time. There are currently five children on roll who are within the Early Years Foundation Stage. Children with special educational needs and/or disabilities and children who speak English as an additional language are supported.

Four members of staff work directly with the children during the sessions. The manager has a recognised level 5 childcare qualification. The club receives support from the local authority and is a member of 4Children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy attending this setting because they are treated equally, with respect, acceptance and inclusion of their individual needs. The fun and well-resourced activities support their learning and development well and staff are friendly and approachable. Partnerships with parents are good and staff ensure they are kept well informed of their child's time spent in the club. Self-evaluation, though thorough in most areas, has not identified a key weakness. There are keen aspirations for developing the quality of the setting to meet requirements and to drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- provide evidence that half of all staff, excluding the manager or supervisor, hold a full and relevant level 2 qualification (Suitable people). (also applies to the compulsory part of the Childcare Register)
- 19/01/2012

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

- provide time to support children's understanding of how hygiene promotes good health
- develop observations further to consistently make links to the 'Development Matters' prompts to plan the next steps in a child's developmental progress
- develop effective communication methods between settings to ensure that children's needs are met and there is continuity in their learning.

The effectiveness of leadership and management of the early years provision

Clear and robust vetting systems are in place to ensure that staff are suitable to work with children. New staff complete a thorough induction process to ensure they understand the working practices. However, the out of school club does not presently employ sufficient qualified staff to meet the legal requirements. The impact on the children is minimal, due to the wealth of experience the present staff have. Steps are being taken to resolve this matter, with an appropriately qualified staff member joining the team imminently. Staff are aware of their roles in relation to safeguarding children and the correct procedures to follow in line with the Local Safeguarding Children Board guidelines. Staff attend regular training in this area to keep their knowledge up to date. Risk assessments and daily checks are conducted to minimise hazards to children and staff. These include checks on equipment, outings, activities and areas used by the children. Children conduct their own risk assessments before embarking on new activities and create posters, which are displayed to remind them how to stay safe.

Staff work well as a team to provide an enjoyable and relaxed experience for the children who attend. Children have opportunities to socialise, learn new skills and be creative and active. Resources are used effectively to support children's learning as they can independently access these from the low-level shelving units in the room. The activity room is vibrant and inviting, with posters, displays and children's work adorning the walls. Staff maintain good relationships with parents and carers, providing them with information about the setting through the prospectus, the notice board and attractively presented termly newsletters. Staff canvas parental opinions about the service through questionnaires and parents show their complete satisfaction through the positive comments they make. As result of the information within the questionnaires, the club have implemented certain changes, such as, flexible attendance times to meet family needs.

Staff have a good knowledge of most aspects of the Early Years Foundation Stage and know the children well. They have positive relationships with the school and pass on information to parents. They are developing ways in which they can share information regarding individual children's progress with teaching staff, in order to further enhance consistency in children's learning. Staff undertake observations of children's progress, but links into planning for individual children's next steps in their learning and development is in the early stages. Children are given plenty of choices about what to play with and are involved in the planning of activities,

particularly during the holiday club. Staff have a good understanding of issues relating to equality and diversity as they provide a service that ensures all children and their families are included.

Management and staff are involved in the processes of reviewing and improving practice to enhance children's experiences and maximise their learning and development. They are enthusiastic and innovative, seeking out grant funding and initiatives to enable improvements to be made. For instance, they have been able to enhance the outdoor play area, using it for new and exciting projects to develop children's cross-curricular skills. Systems to monitor and assess the provision are implemented well, although evaluation has not been effective in recognising the weakness in the staffing arrangements.

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

Children greet staff with enthusiasm. They are confident and happily settle into the routine of the session. They quickly make decisions about what they want to do, choosing resources from the labelled and extensive range stored and displayed around the room. They take turns to use the interactive board and computer and, supported by staff, they demonstrate their understanding of the safe use of the internet. Children behave well and form strong relationships with each other and with adults. They develop a sense of belonging as they create 'club rules' and make posters to remind themselves of these. They take part in discussions to help them develop skills for the future, for instance, agreeing on what constitutes good behaviour. They make a positive contribution to the setting as they review the sessions, giving their opinions about what went well and how the club could be improved.

High priority is given to developing children's understanding of diversity and the wider world. They take part in interesting activities to mark cultural festivals, involving people from the local community, for instance, enjoying cooking demonstrations carried out by local Asian restaurateurs. They proactively share families' customs and traditions. Innovative activities, such as carnival dancing, encourage children to be active as they celebrate 'Mardi Gras'.

Children have good opportunities to develop an understanding of how to maintain good health and well-being. They benefit from a visit from a local health visitor to reiterate messages about the importance of adopting a healthy, nutritious diet. They take part in a project to grow their own vegetables and they make meals together, such as tomato soup, as a result of their harvest. Some children bring their own snacks to ensure their dietary needs are met, and drinking water and fruit are readily available for all children to access. Although staff consider handwashing to be an everyday part of the routine, not all children understand the importance of hand washing before eating to protect against cross-infection. Children get plenty of fresh air as they go out to play in the well-equipped outdoor area where they can access a wide range of physical activities.

Children are encouraged to keep themselves safe through discussions about

potential risks and hazards within activities. An emergency services organisation visited the club to help children learn how to react in emergency situations. Their understanding of safety is heightened through the playing of games where they predict their next actions in given scenarios. Children clearly maintain good relationships with staff, who participate in their play. Adults happily chatter with the children as they play table games and encourage and extend their learning through questioning and challenge appropriate to their age.

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	2

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	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	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	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

Outcomes for children in the Early Years Foundation Stage	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:

Not Met (with actions)

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

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Qualifications and training). 19/01/2012