

Big Bradley's Out Of School Club

Inspection report for early years provision

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EY363168

Inspection date

20/01/2012

Inspector

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Setting address

Market Weighton Childrens Centre, Princess Road, MARKET
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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

Big Bradley's Out Of School Club registered in 2007 and operates from a room in the Sure Start Centre on the grounds of Mount Pleasant infant school. Children have access to a secure outdoor play area. The out-of-school club is situated in the Market Weighton area of York. It is open each weekday from 7.30am to 8.50am and then from 3.20pm to 6pm.

The out-of-school club is registered on the Early Years Register. The maximum of 24 children may attend the out-of-school club at any one time. There are currently 12 children aged from four years to eight years on roll. The out-of-school club opens from Monday to Friday term-time only.

There are three members of staff, all of whom hold early years qualifications to level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision effectively supports the children to make good progress in their learning. Planning is focused on the children's interests and systems in place to monitor and assess their learning and development are mostly well implemented. Good arrangements are in place to make sure that no group or individual is at a disadvantage. The arrangements that exist to promote children's welfare and safeguarding are effective. All documentation is in place and most include the relevant wording. The provision effectively works in partnership with parents, and links made to work in partnership with others are well developed. The capacity to maintain continuous improvement is strong.

What steps need to be taken to improve provision further?

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

- make sure parental permission requested at the time of children's admission includes emergency medical advice (Safeguarding and promoting children's welfare).
- 20/01/2012

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

- observe and analyse, and use information to plan for the next steps in children's learning.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding are good. Systems are in place to ensure that adults are suitable to work with the children and capable of identifying any child at risk of harm and liaising with the appropriate child agencies. Risk assessments are used as a working document which include all areas of the provision to be assessed. Adults are proactive with regard to the safety of the children. Those manning the main entrance to the setting are protected by a glass window and all doors are inaccessible to intruders. Documentation in place includes permission from parents to seek medical treatment, although does not include advice. This is a breach of a specific legal requirement. All fire prevention equipment is in place; further to this the emergency procedures are practised regularly.

Effective systems are in place to evaluate and monitor the provision. For example, parents are encouraged to be involved through questionnaires and children are also encouraged to take part in this. Monitoring systems, such as action plans are used to record and monitor areas of improvements. Through these, adults have successfully actioned and addressed identified weaknesses. For example, they have implemented new display boards for children's work, themes and information for parents. Parents are effectively included in their children's learning and encouraged to discuss their children's learning and activities preferred, therefore, improving outcomes for their children.

Adults make effective use of the provision, they have organised the play area so children can see what is available. Therefore, children can freely access the resources. Children learn about differences through activities and celebrations and the setting is able to use resources from the Sure Start provision that positively promotes ethnicity and disability. Adults show a strong commitment to their professional development and make sure training to promote the welfare of children is maintained. For example, training in food hygiene promotes children's understanding of health and nutrition. Adults have also maintained their paediatric first aid certificates and attended training in Safeguarding.

Leaders and managers have built strong links with others who deliver the Early Years Foundation Stage. For example, they work closely with the Sure Start staff and teachers, for example, they shares activities and topics for the term. As a result, the progression and continuity of children's learning and care is effectively promoted.

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

Adults have a good knowledge of the Early Years Foundation Stage. They effectively support the children by providing a challenging environment, where they can continue to make good progress in their learning. Children display a strong sense of belonging. They are confident and show good levels of self-esteem. They have built a good relationship with staff and their peers and

understand the need to cooperate. Children's progress in communication, literacy and skills relating to information communication technology is well developed. They enjoy playing computer games and sit alongside each other to enjoy their shared aim of reaching the next level. Children develop a good understanding of the wider world through activities and celebrations of popular festivals. Outdoors children thoroughly enjoy the freedom of the large playing field. Some children practise throwing the basketball into the net, others race along the field and others play football. Those that do not want to join in explore the activity relating to different textures. As a result, children enjoy their time at the out-of-school club and achieve well.

Children have plenty of opportunities to use their problem-solving skills. For example, they enjoy popular board games where they successfully sell property and count spaces correctly. During the arts and craft activity children develop their creative flare. They continue to develop their imaginative play through small world toys and enjoy a game of a popular television show. As a result, children develop the skills they need in order to secure future learning.

Children show a good awareness of what constitutes healthy lifestyle; they know that exercise is good for them and topics provided involve nutrition. As a result, children discuss what they like to eat and identify things that are not good to eat, such as peanut butter and chocolate. Children show a strong understanding of how to keep themselves safe. They know what is expected from them and have a clear understanding of the routine of the setting. For example, they have contributed to the out of school club's rules and happily discuss the 'does and don'ts' of their setting. Children are also involved in the evaluation process to include them in what they like about the activities provided. Most children know the meeting point if there is an emergency and the reasons they should not talk to strangers.

Leaders and managers have devised long-term plans; short-term plans are discussed with the children once a week. Themes include the school's projects to promote continuity of learning and care. Although adults monitor the children's development through observations and assessments, the next steps are not recorded and children's individual needs are not sufficiently planned for.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 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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| 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

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| 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

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| 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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