

Bratton Pack Out of School Club

Inspection report for early years provision

Unique reference number EY248891
Inspection date 14/03/2012
Inspector Parm Sansoyer

Setting address St. Peters C of E Primary School, Bratton, Telford,
Shropshire, TF5 0NT

Telephone number 01952 246885

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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

Bratton Pack Out of School Club opened in 2003. It operates from a separate building situated in the grounds of St Peter's Church of England Primary School in Bratton, a suburb of Telford Shropshire. All children share access to the school grounds. The club serves children attending the host school and children from the local and surrounding areas.

The club is registered to care for a maximum of 48 children from four to eight years, although the admissions policy allows for children up to the age of 11 years to attend. There are currently 80 children on roll, of whom 31 are under eight years and of these nine are in the early years age group. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The club supports children with special educational needs and/or disabilities.

The club is open each weekday from 7.30am to 9am and from 3.15pm to 6pm during the school term and from 7.30am to 6pm during school holidays. The club employs nine staff. Of these, three hold a qualification at level 6 in early years, three hold a qualification at level 3 in early years and three hold a qualification at level 2 in early years. The club receives support from the local authority

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are warmly welcomed into this familiar environment where they have good opportunities to freely choose, discover and play creatively. The use of resources and environment, which are mostly used very effectively, help children enjoy and achieve well. There are effective systems in place to ensure children are kept safe and all staff have a secure understanding of safeguarding issues, although the written risk assessment is not sufficiently detailed. Relationships with parents and carers, the host school and other agencies are strong. A strong commitment to continuous improvement helps improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it identifies all aspects of the environment that need to be checked. 23/03/2012

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

- create an area for children who wish to relax, play quietly or sleep.

The effectiveness of leadership and management of the early years provision

A robust recruitment and induction procedure ensures all adults caring for children are suitably vetted, qualified and experienced. There are clearly written policies and procedures in place to ensure the safeguarding and welfare of children. For example, a designated member of staff has clear management responsibility in relation to child protection and all staff are fully aware of this. Staff take positive steps to ensure all hazards to children are kept to a minimum. Consequently, children can move freely and safely both indoors and outdoors. However, the written risk assessment does not fully enough include all aspects of the environment that need to be checked. This is specific legal requirement of the Statutory Framework for the Early Years Foundation Stage, which has not been met. All other required records, policies and procedures are in place and help secure children health, welfare and safety.

Good planning makes children learning and play effective, enjoyable and varied and they benefit from a balance of adult-led and freely-chosen activities. The environment plays a key role in supporting and extending children's enjoyment and achievement both outdoors and indoors. Consequently, children are kept busy and active during the session. However, a designated comfortable area is not made available for younger children in particular, who wish to relax, play quietly or sleep. Staff know the children well and plan well for their individual needs, likes and interests and therefore all children receive enjoyable and challenging learning experiences.

The manager and leaders have a clear vision for the club, which is shared with the staff team. Good progress has been made since the last inspection and all the recommendations made tackled well to improve outcomes for children in their care. Self-evaluation is realistic and challenging and involves the whole staff team and feedback from parents, carers and children, which is used well to help shape the service offered.

Partnership with parents and carers is good. Parents receive detailed information about the club, activities and children's care and achievements. Notice boards are used well to keep parents up-to-date and share information. Partnerships with the host school and other agencies are strong. Effective systems such as sharing information about the topics covered in school and children's care means a good continuity of care and education is maintained. This is particularly evident for children with special educational needs and/or disabilities.

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

The extent to which children make a positive contribution is good. All children show a real sense of belonging and thoroughly enjoy the routine and the familiar environment. They are keen to take on responsibility and take a real ownership for the development of the club. For example, an active 'club committee' which consists of volunteers regularly meets to voice their ideas and views about the future of the club. Many children also use the suggestions box to offer ideas and influence change. Children are independent and make very good use of the resources and environment to extend their play and learning. Children show sustained levels of interest in their chosen play.

Children's communication, language and literacy is supported well. Children spontaneously interact with adults, who engage them well in conversation during their play about what they are doing and how they are feeling. Children have good opportunities to increase their enjoyment for books and stories. For example, during the breakfast club time is dedicated to sharing a story with children in small groups according to their age, ability and interest. Many children freely choose to paint, colour, draw, write and use scissors at their own leisure.

There are meaningful opportunities provided for children to increase their knowledge and understanding of the world. The school woods and orchard offer good first hand opportunities for children to explore and find out about plants and creatures in the natural habitat. They benefit from good opportunities to question why things happen as they take part in regular cooking and baking sessions. For example, children make cakes, biscuits, jelly, bread and soup. Children begin to know about their own cultures and beliefs and those of other people because staff positively use a range of meaningful experiences, which are enjoyed by the children.

Children's problem-solving, reasoning and numeracy is building well. They seek patterns, count, sort and match through using a range of construction toys, puzzles and games. Computers are made readily available and children show an increased confidence and skill in using the computers and programmable toys independently.

Children benefit from an extended range of art and craft activities and experience a varied range of painting techniques to extend their creativity. They thoroughly enjoy the role play resources, small world toys and making dens to play their imaginary games.

Children attending the holiday club benefit from a broad range of creative experiences and sessions run by external sports coaches. They enjoy well planned visits to places of interest and leisure activities.

Children have good opportunities to learn about how to stay safe and manage risk as they use the orchard and woods to create a 'fire pit' safely. This is reinforced with visitors to the club such as the police and fire brigade. All children benefit from using the outdoor playground and school grounds. Children show a good

understanding of making healthy choices and an understanding of the benefits of fresh produce. For example, children are involved in caring for the trees in the orchard and picking the ripe fruit to eat and bake with. They are provided with a healthy breakfast and substantial snack after school. Children develop good skills for the future as they become active, inquisitive and independent learners.

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?	2
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	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

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: Met

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