

Brook Babes Out Of School

Inspection report for early years provision

Unique reference number EY321306
Inspection date 27/03/2012
Inspector Caroline Stott

Setting address The Bungalow, Primrose Lane Primary School, Westwood Way, Boston Spa, Wetherby, West Yorkshire, LS23 6DX
Telephone number 07711 265 004
Email
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

Brook Babes Out of School club opened in 2006. It operates from three rooms within a bungalow, situated on a site at Primrose Lane Primary School, Boston Spa, near Wetherby. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the club at any one time.

The club is open each weekday from 7.30am to 9am and 3pm to 6pm term time and 7.30am to 6pm during school holidays and teacher training days. All children share access to a secure enclosed outdoor play area. There are currently 60 children aged from 3 to 11 years on roll. There are currently 12 children in the Early Years Foundation Stage. Children come from the surrounding area and attend various local schools. The out of school club employs six members of staff. The owner has a degree in childcare. The manager has an NVQ 3 in childcare and management. Three members of the staff hold appropriate Level 3 early years qualifications and one is working towards the Level 3. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children participate in activities enthusiastically and this assists them to develop an array of skills. Excellent documentation supports the children to make admirable progress in the six areas of learning. Tremendous relationships are formed with the children and partnerships with parents are superb, fostering extremely good practices and promoting outcomes for all children and their families. The self-evaluation form is completed systematically, ensuring that the provision continues to identify areas to improve and to build upon, staff regularly reflect on their practices. The club continues to build strong links with the local schools for the benefit of the children. These partnerships with other professionals are highly effective in providing continuity and coherence for children in their care, development and learning.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop partnerships with other settings who deliver the Early Years Foundation Stage to children who attend the out of school.

The effectiveness of leadership and management of the early years provision

The safeguarding children policy is very comprehensive. Paramount safety is given to children's security. The club's informative policies and procedures are excellent. All staff are fully vetted and complete an induction period. Staff continue with their personal professional development, which includes safeguarding, first aid and food hygiene training. Detailed risk assessments of all areas and outings are conducted and are regularly reviewed. Scrupulous records and thorough consent sheets from parents are fully in place and the required documents and fire procedures are displayed. This means that children are able to move safely and freely around the building and outdoor area. The self-evaluation form has been completed systematically and ambitious targets are in place, ensuring strengths and weaknesses are identified. The staff are very keen for children and parents to share their views and contribute to how the club develops through regular questionnaires and the website.

Staff are very knowledgeable about the Early Year's Foundation Stage and use this well to support children in their learning. Children enjoy a superb play environment and have free access to a first-rate range of varied play resources and learning materials. There are abundant opportunities for children to initiate their own play, from self-chosen resources in all areas. This allows children of all ages and with varying abilities to participate and assists them to develop an array of skills. This means that they are able to thrive and make admirable progress in their learning and development. For example, staff encourage younger children to play alongside older children in an obstacle course, ensuring fairness and safety. The club exhibits active and welcoming displays, embracing children's experiences through photographs and their work, recording statements from the six areas of learning. The exceptional key-person display of trains and carriages, demonstrates to children and their parents who their key-person is and assists communication links.

Tremendous relationships are formed with the children. The children's starting points are discussed with the children through the 'All about me' sheets, supported by their key-person. Key-persons talk to parents and the reception teacher to gain further knowledge of the child. Children's progress is monitored further, through the 'I can do' sheets, attained by staff. This provides a wider understanding of each child's interests and learning needs which enables staff to plan effectively. This is reflected in each child's well-documented file. Excellent relationships are formed with the parents and feedback is very positive in e-mails, verbally, letters and questionnaires. Other settings documentation is welcomed and utilized, and the club continues to pass on documentation, to support children's learning and progress across all establishments delivering the Early Years Foundation Stage. Very valid information is received from and shared with the local school, to support children's progress. The club welcomes visits from other agencies to fully meet children's individual needs. Children learn about similarities and differences in society through role-play and other various activities. All children are highly valued and the staff actively raises children's awareness of equality and diversity. Staff explains differences simply to children and through using resources and discussion

enable them to learn about the wider world and respecting difference.

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

Children show a strong sense of security as they enter the club. They immediately go to their own choice of play, which develops their independence and self-assurance superbly. The club has large enclosed grounds and facilities, which provides children with the opportunity to increase their physical development. Staff maintain safety outdoors through remaining vigilant. They encourage children to think about others through including all children into their play and games. This inspires a social and confident environment. Healthy eating is actively encouraged as children are provided with healthy meals and snacks. For example, chicken tika and rice for tea. Children can self-select fruit from baskets at any time. Meal times are sociable occasions; children sit together with friends and staff. Good health and well-being is facilitated further with full facilities, enabling children to be independent with toileting and hand-washing routines. Health and allergy care plans for children with specific needs or allergies are maintained ensuring children's individual well-being is met.

Excellent use is made of Early Years Foundation Stage to inform all areas of children's learning and development. Various observation and assessment tools clarify how children progress through the six areas of learning. Planning is developed from children's interest and the key-persons knowledge of the child. Children enjoy the play area cafe together; this role play enables children to develop admirable sharing and true life skills. They develop menus and costing on the near-by whiteboard. This promotes very positive personal, social and emotional approaches to experiences, facilitating relationships and working alongside others. Children relish the opportunity to use the interactive game on the computer, organising a rota between them, for turn taking. Children enthusiastically dig up weeds in the growing areas and plant fresh herbs. The finding of worms and discovery of aromas creates eagerness for more investigations. Mathematical development is supported as staff assists children in a game of dominoes outside. Water play enables children to explore maths further and posters exhibit measurements. Consequently children are making tremendous progress towards all six areas of learning.

Staff engage extremely positively with children which encourages their language and listening skills. Books are readily available within a comfortable seating area. Mark-making is freely accessible throughout the environment, with resources, such as, clip boards, pens, crayons, chalks and pencils, easels and paint. This also empowers an excellent creative atmosphere. Literacy skills are encouraged with good resources, such as labelling and signs, throughout the building and out of doors. Children's behaviour is exceptional as they enter and greet staff, friends and visitors. Their views are taken into account when reviewing menus, activities, outings and alterations. For example, with updating the outdoor area, children draw their thoughts of this area. Including, willow walkways, growing areas and hedgehog homes. This knowledge and understanding of the world is extended

further, as children learn about the frog life cycle, they discuss how fully developed frogs will be released locally, which means they are learning about the local community and the wider world.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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