

# Brighouse School's Out Scheme

Inspection report for early years provision

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<b>Inspection date</b>	23/03/2012
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<b>Setting address</b>	SOS, Brighouse School's Out Scheme, Daisy Road, Brighouse, West Yorkshire, HD6 3SX
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<b>Email</b>	
<b>Type of setting</b>	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

Brighthouse School's Out Scheme (SOS) has been registered since 1995 and is run by a voluntary management committee. The club provides before and after school and school holiday care, and is run from a portable building which is situated on the site of Woodhouse Primary School. The before and after school service provides care for children attending Woodhouse School for which there is an escort and collection service, and the holiday play scheme provides care for children from the school and those attending other schools in the surrounding local area.

The premises are single storey and provide one playroom with kitchen area, office and toilets. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club is able to accept up to 24 children under 8 years at any one time, all of whom may be in the early years age group. Including holiday care, there are currently 95 children on roll, of which three are in the early years group. The club is open all year round except for Bank Holidays from 7.15am until 8.45am and 3pm until 5.45pm during term time, and from 7.15am until 5.45pm during school holidays.

The club employs five staff, including the manager and a deputy, who work at different times with the children. Three staff hold an appropriate childcare qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and well engaged in activities in this friendly and welcoming environment provided by staff who know each child's needs well. All the required documentation to ensure children's welfare is in place. Outcomes for children are mostly well promoted and children continue to make satisfactory progress in an environment in which they feel safe and secure. However, resources and activities that reflect the wider environment are limited at present. Self-evaluation is being purposefully developed by the manager and the committee to drive further improvements in the service provided. There are effective relationships with parents which further supports children having enjoyable experiences at the end of a busy school day.

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

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

- promote positive attitudes to diversity and help children learn to value different aspects of their own and other people's lives by developing the range of resources and activities available
- develop further the two-way flow of information with the local school in order

- to share information regarding children's progress towards the early learning goals
- ensure all practitioners identify learning priorities and plan relevant and motivating learning experiences for each child.

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

Children are safeguarded because staff have a good understanding of child protection issues and know who to contact with any concerns. Effective written policies are in place and include the procedure to follow in the event of allegations being made against staff. Regular fire drills are undertaken, and a record is maintained and evaluated, to ensure children are able to leave the premises quickly and safely. Access to the provision is secure and prevents any unauthorised person gaining entry. Visitors are supervised and sign in and out. Recruitment and vetting procedures are comprehensive and ensure staff are suitable to work with children. Regular safety checks and written risk assessments are undertaken which further helps to protect children's welfare. All staff have a current paediatric first aid certificate and permission to seek emergency treatment or advice is sought for all children. This enables staff to react quickly in the event of an emergency.

Systems for the planning, observation and assessment of children's progress in the early years are in place. For example, children's progress is recorded with written observations which are linked to the six areas of learning. Practitioners are able to identify children's next steps in development; however, the systems for recording progress are insufficiently utilised by all staff. Resources are mostly appropriate to support children's learning through play. Additional play facilities are available through the use of the adjoining school playground, thus enhancing their play and health. The provision offers children some opportunities to learn about different faiths and cultures through celebrating a limited variety of festivals. However, resources lack positive images of diversity or reflections of children using the provision to further promote positive attitudes to diversity and help children learn to value different aspects of their own and other people's lives. Overall, there are high levels of staff that are generally well deployed in supporting children's learning and play. Practitioners understand the interests of individual children and plan for these and they engage children in conversations and games and give support.

The manager is very aware of the strengths and weaknesses of the provision and in conjunction with the management committee recently undertook an audit to ensure that children's welfare is effectively promoted. As a result, policies and procedures have been updated and shared with staff and parents, thus adding to the safety of children in the provision. Children are involved in evaluation and their drawings and comments requesting more outdoor activities have been acted upon, enhancing children's enjoyment and healthy lifestyle. Good systems are in place to ensure all staff provide children with a quality experience through the active use of staff appraisals, training, individual supervision sessions and team meetings.

Parents report that their children really enjoy attending the provision and say that

they find the staff are very friendly and approachable. Parents are kept up to date through daily discussions and there is a system in place to pass on information regarding any incidents that may have occurred during the school day. A 'key person' system is established which enables staff to develop close working relationships with parents and children. In addition, parents are kept up to date by receiving monthly newsletters. Staff attend regular liaison meetings with other local settings who also deliver the Early Years Foundation Stage to help promote good outcomes. However, no mechanism exists to share information regarding children's progress with staff from the on-site school which children attend. This does not enable all involved in children's learning to plan cohesively in order that they support children's development.

Staff understand the needs of the individual children they care for and organise the play space to allow children to access a range of appropriate equipment regardless of, for example, ability or gender. This ensures that no child is disadvantaged and all children have their needs met appropriately.

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

Overall children make sound progress in their learning through play. They are settled and willing to engage in activities independently. They make choices about what they want to play with such as small world figures, jigsaws and games. Children build friendships within the provision and enjoy interactions with different age groups. Children make the most of opportunities to engage in physical activities to support an active healthy lifestyle and freely choose when they wish to go outside to play football or skipping. Children are generally making satisfactory progress in communication, literacy, numeracy. For example, children have opportunities to engage with staff across the range of activities and many positive interactions encourage children's language development. Collecting and swapping football cards is very popular and the detailed negotiations involved support numeracy, problem-solving and social interaction. Children enjoy the creative side of the club, engaging in a variety of art and craft activities including flower pot painting, collage work and model making. Children's art work and photographs are on display throughout the provision to celebrate their achievements.

Children have opportunities to relax after a busy day at school. Staff know the children very well and enjoy friendly and effective relationships with them. Staff take lots of time to enquire about each child's day and high staffing ratios support children receiving individual attention. Children approach staff confidently and involve them in their play, which shows that they feel safe and secure in their care. Routines are relaxed and informal. Children relax on the settee and talk with their friends or play active games in and outside according to their individual preferences.

Children are encouraged to practise good personal hygiene routines by being gently prompted to wash their hands before having a snack. Children jointly choose what is provided such as cheese and crackers; fresh fruit and water is

available at all times. Children are reminded that any food that has fallen on the floor is dirty and should not be eaten. Snack times are social events and children enjoy talking with others.

Children understand the rules of the provision which are clearly painted on the walls. Staff model the behaviour expected from the children in providing positive working relationships as a staff team. They promote good behaviour through the awards board in the form of stickers for helping and being kind and thoughtful. Children mostly manage their own behaviour well and older children are very helpful in the general running of the provision, for example in clearing up after snack. Children follow instructions well, for example they walk from the school to the setting in an orderly and safe way. In general, children are able to observe, experience and interact socially with others, and sufficiently build the skills they need for future learning.

## 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>	3
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	3
The effectiveness with which the setting promotes equality and diversity	3
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	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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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