

Bridge House Out of School Club

Inspection report for early years provision

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Inspector

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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

Bridge House Out of School Club and Holiday Play Scheme was registered in 2008 and is privately owned. It operates from two rooms in Saint Stephen's Church Hall, Steeton near Keighley. A maximum of 40 children aged under eight years may attend at any one time. The out of school club is open Monday to Friday from 7.30am until 9am and from 3.30pm until 6pm term time only. The holiday play scheme is open from 7.30am until 6pm during school holidays. There are currently 100 children on roll, of these 64 are under eight years and of these nine are in the early years age group. The setting serves the local community and surrounding areas. There are eight members of staff, including the manager who work directly with the children. Of these, six members of staff hold a childcare qualification at level 3 and the manager holds an Early Years Foundation Degree. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and have fun in the relaxed and welcoming environment. Overall, the organisation of continuous provision within the environment is good. Strong partnerships with parents and carers and links with the schools ensures that children's individual care and learning needs are fully met. The setting values contributions from parents and carers and children and involves them well in the self-evaluation process. This enables the staff to take effective steps towards making further improvements.

What steps need to be taken to improve provision further?

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

- develop the indoor environment to provide a relaxing and comfortable space, where children can relax, play quietly and enjoy stories, books and rhymes.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because staff demonstrate a good understanding of safeguarding procedures and have a clear policy and procedure in place to protect children. Staff are familiar with the local authority's policy and procedure and know what to do should they have any concerns. Clear risk assessments are effectively used to minimise risks in the indoor and outdoor environment and on outings. Fire drills are practised regularly to ensure children are familiar with the procedure. Therefore, children can explore and learn safely.

Staff are knowledgeable about the Early Years Foundation Stage and use this well

to support children in their learning. The environment is warm and welcoming and children have easy access to a broad range of good quality resources. For example, children move freely between painting and drawing in one room to playing football in the large hall; consequently promoting children's learning through free choice. The setting provides an inclusive practice where all children and families are welcomed and valued. Close links and partnerships with outside agencies and professionals and other settings which the children attend, ensure that there is continuity of care.

Self-evaluation takes into account the views of parents, carers and children. This enables the staff to identify any strengths and weaknesses and implement changes that enable them to raise children's achievements. The manager has good systems in place to monitor the quality of the service that is provided and values the support from the local authority advisory team. The setting continues to improve practice and has implemented the recommendation from the last inspection. Staff are fully committed to improving practice to ensure that children continue to make further progress.

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

Staff have good knowledge of the learning and development requirements. They support children's learning through planned activities and experiences. There is free access to continuous provision throughout the session. For example, there is a creative area where children select a wide variety of craft resources and an area where children can build with construction materials. However, there is no comfortable area to enable children to relax, play quietly and read stories to further develop their reading skills. Children's individual needs are met because staff respond to the information gathered from parents and children at the induction process. Staff acknowledge children's individual learning styles which are incorporated in the planning of activities. Staff follow children's leads and note down any significant comments. They record observations and plan for individual next steps in order to help children progress in all areas of learning. Each child has their own scrapbook containing observations, photographs and drawings which are shared with parents.

Children understand the importance of keeping safe therefore they feel safe within the environment. They continually learn about road safety through their daily walk to and from school, and understand the reasons why rules are in place. Good quality interaction and positive relationships with staff ensure that children feel confident and secure in the setting. Staff are committed to providing good quality care, which actively promotes children's understanding of healthy lifestyles. Children enjoy healthy and nourishing snacks each session and staff ensure that children's individual dietary needs are met. Staff talk to children about the importance of healthy foods and lifestyles and children learn about what their bodies need through topic work, books and stories. They have plenty of opportunities for fresh air and exercise and enjoy parachute games outdoors or visits to the local park. They learn about the importance of good hygiene routines,

such as washing hands before eating and after using the bathroom. Children have free access to drinking water and understand the need to keep their bodies hydrated.

Children's progress in communication skills are developing well as they listen to others, speak out in the group and discuss their plans for play during the session. They use information and communication technology successfully as they complete programmes on the laptop. Children's personal, social and emotional skills develop well as they play happily with friends and they are confident, interested and motivated in their play. They are very independent as they serve themselves at snack time and enjoy the positive social occasion as they chat and discuss their news with adults and their friends. Children's behaviour is managed in a way that supports their understanding of what is right and wrong therefore children behave well. Through topic work and the good range of resources children learn about the environment, the wider world and develop their understanding of diversity, which teaches them to respect others.

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