

# The Breakaway Club

Inspection report for early years provision

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**Unique reference number** EY341503  
**Inspection date** 04/04/2012  
**Inspector** Kashma Patel

**Setting address** Brasshouse Lane, SMETHWICK, West Midlands, B66 1BA

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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).

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

The Breakaway Club opened in 2005 and operates from the main hall in Brasshouse Lane Community Centre which is located in Smethwick. Children attend from a local catchment area. A maximum of 26 children may attend the club at any one time. There are currently 25 on roll. A holiday club is open on various days from 9.30am to 4.30pm during school holidays. The club supports children with special educational needs and/or disabilities.

The club employs three members of staff. All staff hold an appropriate early years qualification to level 3 or 5. Additional volunteers also work in the holiday club. The setting cares for children from three to 11 years and is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and generally well cared for in a welcoming and secure environment, where they are respected. They enjoy a satisfactory range of play opportunities and activities, which enable children to make satisfactory progress in the six areas of learning. Policies, procedures and documentation promote children's welfare and safety. However, the club has not notified Ofsted regarding a change of manager responsible for the early years provision and a key worker system is not in place for the children in the early years age range. Satisfactory partnerships are in place with parents and other agencies to ensure children are well supported in their care and learning. Systems for self-evaluation are developing; however, the setting is generally able to clearly identify their strengths and areas for further development to promote improvement.

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

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

- ensure each child is assigned a key person (Organisation). 23/04/2012

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

- review the indoor environment so that it contains resources which are appropriate and accessible for all children
- improve procedures to inform parents who provide packed lunches about what can be stored safely and about appropriate food content.

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

Children's safety is adequately promoted due to staff's suitable understanding of safeguarding issues and they are clear on their responsibilities to protect children in their care. A child protection policy is in place which includes allegations against staff. There are some effective systems in place to promote children's safety. For example, all visitors are requested to sign in and out and their identity is checked. Further to this, the main door leading to the hall is key coded which protects children from persons who have not been vetted. Risk assessments are in place and staff carry out daily checks both inside and outside. The club has appropriate qualified staff who work with the children. However, the provider has failed to notify Ofsted of a change to the person who is managing the early years provision. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. In addition to this, children in the early years age range are not assigned a key person to improve support for their individual needs, which is a breach of the welfare requirements.

Children have access to a satisfactory range of toys and equipment which are well maintained. Staff set out the hall with an adequate range of toys and resources, of which some include children's preferences. However, during some adult-led activities children do not have other play opportunities or access to a wide range of equipment. As a result, some children lack interest and stimulation. Children learn about diversity as they access a suitable range of resources, such as dolls, books and puzzles.

Satisfactory partnerships are in place with parents and other agencies. Parents receive daily verbal feedback on their children's care and progress. Staff support children's continuity of care in the setting by offering opportunities for children to practise their reading skills.

There are some systems in place for self-evaluation which incorporate input from staff, parents and children. Staff use discussions and questionnaires to collect views from parents and children. For example, parents requested for extra days in the play scheme which are now planned for the summer. Children also requested for an artist to work with them which was planned earlier in the year. These measures demonstrate that the setting has the capacity to maintain continuous improvement.

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

Children are appropriately cared for in an environment which is accessible, inclusive and welcoming. Staff have a sound knowledge of the Early Years Foundation Stage, which they use to provide a suitable range of activities and experiences for children. Staff observe children and use evaluations to plan for the next stage in children's learning. Planning is flexible and takes into account

children's interests and preferences.

Children show appropriate levels of confidence as they access a suitable range of toys and use the toilet independently. They learn about acceptable behaviour as they devise simple club rules which include sharing and respecting each other. Staff praise children consistently which promotes their self-esteem. Children develop their creativity through a suitable range of activities. For example, they learn about money in the role play shop as they take turns to be the shop keeper. They enjoy caring for dolls by placing them in pushchairs and taking them for a walk. Children take part in collage activities where they use a range of materials and textures to further develop their imagination.

Children develop problem solving skills as they complete puzzles and jigsaws. They have access to a suitable range of equipment such as electronic games, the DVD player and laptops which helps children develop skills for the future. Children maintain a healthy lifestyle as they use the outdoor area and the local park to develop appropriate physical skills. Children learn about different cultural festivals as they dress up in saris for Diwali and taste different foods from around the world.

Appropriate hand washing routines are in place to protect children from the risk of cross infection. In addition to this staff use an anti-bacterial gel and clean tables before food is served. Children bring in packed lunches; however, they do not always promote healthy eating. Food such as crisps and fizzy drinks were observed on the day of the inspection which does not promote a healthy lifestyle. Staff provide water for children at regular times and some children bring in their own bottles of drinks which they freely access.

## 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	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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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	3
The extent to which children adopt healthy lifestyles	3
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