

Bowling Green Kids Club

Inspection report for early years provision

Unique reference number	303695
Inspection date	25/04/2012
Inspector	Emily Wheeldon

Setting address	Stainland Road, Stainland, Halifax, West Yorkshire, HX4 9HU
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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

Bowling Green Kids Club is privately owned and managed and was registered in 1998. It operates from two reception classes within Bowling Green Primary School in Stainland, a suburb of Halifax. Children have access to a secure enclosed outdoor play area. A maximum of 30 children aged under eight years may attend the club at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. The club operates Monday to Friday from 7.45am to 8.50am and from 3.15pm to 6pm during school term time. The club provides care for children attending the school and they attend for a variety of sessions.

There are currently 63 children on roll. Of these 31 are under eight years and of these seven are within the early years age group. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager, who work directly with the children. Of these, two hold a qualification at level 3 and two hold qualifications at level two, one of whom is currently working towards a qualification at level 3, all in playwork. 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 make good progress towards the early learning goals in this welcoming setting. Inclusive practice is promoted well as staff work hard to cater for individual needs and learning styles. Children enjoy coming to the club and most areas of learning are promoted effectively. Overall, records, policies and procedures are implemented effectively to safeguard and promote children's welfare. Partnerships with parents, carers and other settings are effective in providing continuity of care for each child. The club demonstrates a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with the child and who has parental responsibility for the child. (Safeguarding and promoting children's welfare) 08/05/2012

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

- review routines to further support children's growing independence as they learn to do things for themselves, such as pouring their own drinks and serving their own food at snack times.

The effectiveness of leadership and management of the early years provision

All staff have a good knowledge of safeguarding policies and procedures to protect children. Effective vetting and recruitment systems are followed to ensure staff's suitability to work with children. Staff are fully aware of possible signs and symptoms of abuse and know who to contact should they be concerned about the welfare of a child. Children are further protected because robust risk assessments have been conducted for all aspects of the premises and for each specific outing. Detailed policies and procedures are regularly reviewed to ensure the smooth running of the club.

Experienced staff are deployed well and a key person system is firmly established. Systems for self-evaluation are effectively in place and take into consideration the views of parents, carers and other professionals. The club has addressed previous recommendations promptly. For example, documentation for recording complaints is now in place. Wide-ranging and age-appropriate resources are easily accessible to children so they become independent learners. Equality and diversity is effectively promoted within the club as staff value the uniqueness of every child in their care. Methods are in place to record children's progress which staff share with other professionals, when appropriate, to ensure that their individual needs are well met.

Partnerships with parents and carers are strong and overall, information sharing about their child's background and needs is effective. However, systems for consistently obtaining information about who has legal contact and parental responsibility for each child, are not very clear. As a result this impacts on children's well-being. Links with the host school are effective and ensure continuity of care and learning for children.

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

Staff have a thorough understanding of the Early Years Foundation Stage and keep up to date with recent developments in early years education. They use this knowledge well to support all children's learning and development. Detailed observations are carried out on a regular basis and used effectively to plan children's next steps in learning. Planning is linked to the interests of the children and there is a good balance of adult-directed and child-initiated activities. As a result, children make good progress in their learning.

Children arrive eager to participate in activities of their choice and demonstrate that they feel safe and secure with the caring staff. They are effective communicators and chat away with confidence to the inspector. For example, they

demonstrate how to operate and play educational programmes on the computer, hence developing their skills in information, communication and technology. They confidently explain that, 'You have to press the circle to move up the ladder.' Such positive experiences mean children develop good skills for the future. Engaging activities to develop children's writing skills are practised when children write messages in Easter cards. Other celebrations such as Chinese New Year are promoted in a positive way and raise children's awareness of our diverse society. Interactive games such as bingo encourage children to take turns and recognise numbers. This further develops their skills in problem solving, reasoning and numeracy. Opportunities for children to develop their creativity skills are well catered for. For instance, older children support the younger children in taking part in singing and dancing competitions. Effective use is made of the local area giving children broad experiences, such as when they visit the local library.

Children's health and well-being are promoted successfully. Daily exercise outside is encouraged and nutritious snack choices mean children remain healthy. Prepared snacks and drinks are served to the children so they are well fed and hydrated. However, children are not consistently encouraged to serve themselves. This means that potential opportunities to develop children's independence are missed. Good hygiene practices are followed and children are familiar with routines such as washing hands before snack time. Age-appropriate strategies are used in respect of behaviour management and children are supervised well. Children know how to keep themselves safe. For example, they know what to do in the event of a fire.

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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