

# Bradshaw Hall

Inspection report for early years provision

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**Unique reference number** EY271272  
**Inspection date** 16/05/2012  
**Inspector** Sheila Iwaskow

**Setting address** Vernon Close, Cheadle Hulme, Cheadle, Cheshire, SK8 6AN

**Telephone number** 0161 282 7858

**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).

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

Bradshaw Hall is an out of school club which was registered in 2003 and is one of two settings owned and managed by Playclub Unlimited. It operates from Bradshaw Hall Primary School in the Cheadle Hulme area of Stockport. Children have access to the music room and supervised access to a large room with kitchen facilities. There is a fully enclosed area for outdoor play. A maximum of 29 children aged under eight years may attend the setting at any one time. The setting currently takes children from three years of age and offers care to children aged from eight years to 14 years. The setting is open Monday to Friday from 7.30am to 9am and from 3.15pm to 6pm during term time. Holiday care is provided as and when required during school holidays from 7.30am to 6pm. Children from a nearby school and the host school attend.

There are currently 70 children of roll, of these 40 are under eight years and of these 15 are within the early years age group. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A total of seven staff work directly with the children. The manager holds a degree in Early Childhood Studies and three staff hold a qualification at level 3 in Playwork. In addition, one member of staff is working towards a qualification at level 2 in childcare and education and another is working towards a qualification at level 2 in Playwork. Another member of staff is unqualified. The setting receives support from the local authority and has been awarded 'The Merits of Quality Play' from Stockport Council.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and thoroughly enjoy the time that they spend at this welcoming and inclusive setting. Staff are supportive and friendly and encourage children to become independent active learners. Space is generally well organised and a wide range of exciting activities are available which cover most areas of children's learning well. The setting has established strong links with parents and carers and overall works well with outside agencies and schools. An effective, informal system of self-evaluation which reflects on practice and clearly identifies areas for improvement displays a good capacity for continuous improvement.

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

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

- develop further systems to ensure the two-way flow of information where children attend several settings to ensure that practitioners from each setting

- regularly share the child's learning and development records and any other relevant information
- review the provision of space so that a designated comfortable area is made available for children who wish to relax or read a book.

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

Procedures to safeguard the welfare of children are well developed. Staff have a good knowledge of local safeguarding procedures, ensuring that children's safety is a priority. Comprehensive recruitment and induction procedures are in place which effectively check staff's suitability to work with children. Detailed annual and daily risk assessments ensure that a safe and hazard free environment is maintained. All the required policies and records for the safe and efficient management of the service are in place. These are regularly reviewed and organised to respect confidentiality.

The deployment of staff is effective and children move around their immediate environment with ease and confidence. Resources are of good quality and generally well organised, allowing children to engage in independent play. However, a cosy and comfortable area is not available for children who wish to relax. In addition, the organisation of the book area does not capture or sustain children's interest. As a result children are not able to relax in a comfortable area and read a book. Particularly noteworthy is the setting's commitment to sustainability. Recyclable materials are used in art activities and table tops are used to create wonderful pieces of art work which are beautifully displayed around the school. Equality and diversity is well promoted. Effective strategies are adopted to consider and manage the individual care of children with special educational needs and/or disabilities.

Parents and carers are very complimentary about the service provided and are given good quality information about the setting. Staff work well with the host school to share information and ensure the continuity of children's care and learning. However, systems to ensure the learning and welfare needs of children who attend from a nearby school are less well developed. Staff strive to maintain and improve practice and the views of parents, carers and children are taken into consideration. Targeted priorities for future development have been clearly identified. The recommendation at the last inspection has been met, further improving outcomes for children.

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

Staff have a good working knowledge of the Statutory Framework for the Early Years Foundation Stage. Consequently, the interesting range of play experiences provided supports children's learning and development well. Written play plans, which reflect the interests of the children are in place and cover most areas of learning well. Staff have a good awareness of children's likes, dislikes and

capabilities. Children's progress is monitored effectively and next steps of learning identified. The differing learning styles of girls and boys are recognised and respected.

Secure relationships between staff and children have been formed. Children behave well and staff ensure that any minor altercations are handled in a calm and sensitive manner. Self-help skills are developing well as children manage their own personal care, hang up coats and put bags tidily away at the beginning of the session. Good use is made of questioning to encourage children to become independent thinkers. For example, children are asked to identify the letter sounds in the word 'Elmer' and the colour of the paper they want to use make Olympic torches. Children's understanding of diversity is well fostered through a good range of specific activities and the celebration of cultural festivals. Children attending the holiday club enjoy a wonderful range of exciting outings. These include treasure hunts, visits to the museum, searching for frogs in a nearby pond and outings to the cinema. During art activities small tools such as, glue spreaders and scissors are used by children with increasing control. Children thoroughly enjoy the time they spend outdoors playing interactive games, skipping and balancing on beams. A good range of table top activities such as board games and puzzles are available to help children develop their problem solving skills. Furthermore a broad range of resources are available to support children's awareness of information and communication technology. Such positive experiences support children well in developing skills for the future.

High standards of cleanliness are maintained throughout the setting. Healthy eating is actively promoted and fresh drinking water is available to allow children to quench their thirst. Children enjoy eating food that they have grown themselves in the garden outdoors, such as strawberries and carrots. Close attention is paid to raising children's awareness of personal safety. For example, fire evacuations are practised regularly and children are reminded of the importance of walking sensibly along the corridor when being escorted from their classroom to the setting.

## 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>	2
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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