

Bursley Way Out of School Club

Inspection report for early years provision

Unique reference number 218302
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Inspector Janet Keeling

Setting address Bursley County Primary School, Bursley Way, Bradwell,
Newcastle, Staffordshire, ST5 8JQ

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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

Bursley Way Out of School Club was registered in 1999 and is run by a voluntary management committee. It operates from facilities at Bursley Academy in Bradwell, Staffordshire. Children have access to several enclosed outdoor play areas and to the school playing fields. The club serves children and families from the local and surrounding areas.

A maximum of 70 children from three years to under eight years may attend the club at any one time. The club also provides care for children from eight to 11 years. There are currently 288 children on roll, of whom, 39 are within the early years age group. The club opens Monday to Friday from 7.30am to 9am and from 3.25pm to 6pm during school term times and from 7.30am to 6pm during school holidays. Children attend for a variety of sessions.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are six members of staff who work directly with the children. Of these, one holds a National Vocational Qualification (NVQ) at level 6 and five hold NVQs at level 3. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club is well organised and managed by an experienced and inspiring manager. Staff are enthusiastic, work well together as a team and strive to offer a welcoming and inclusive service where all children are valued and respected as individuals. Children share warm and friendly relationships with staff and their peers, and as a result, they are clearly happy and enjoy their time at the club. They engage in a wide range of activities which support their interests and learning needs. Highly effective partnerships with parents and other early years professionals at the host school ensure continuity of care for all children. Overall, most policies and procedures are implemented effectively to promote the children's safety and well-being, although the record of risk assessments is not maintained, which is a requirement. The manager, staff and the newly elected committee members all demonstrate a positive commitment towards the sustained and continuous improvement of the club.

What steps need to be taken to improve provision further?

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

- maintain an up-to-date record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (documentation). 07/06/2012

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

- develop further children's understanding of healthy lifestyles and provide more opportunities for children to make healthy choices about what they eat at snack times.

The effectiveness of leadership and management of the early years provision

Good priority is given to safeguarding and protecting children. Staff have completed safeguarding children training and have a good understanding of child protection procedures. They know who to contact should they be concerned about a child in their care. Effective recruitment and vetting procedures ensure children are cared for by suitable adults. Staff have a good understanding of health and safety issues and have written policies and procedures in place to support their practice. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Regular fire evacuation procedures are carried out to ensure that staff and children know how to respond in an emergency. Staff minimise potential hazards to children by completing visual safety checks of the environment each day. Consequently, children can move freely and safely around both the indoor and outdoor areas. However, the club's risk assessment is not regularly reviewed and updated. This is a specific legal requirement of the Statutory Framework for the Early Years Foundation Stage framework, which has not been met. Staff are exceptionally well deployed to support the children's care, safety and well-being and make excellent use of all available space, despite using shared facilities.

Staff provide a welcoming and inclusive service where children are fully included and integrated into the life of the club. Staff warmly interact with the children during play and respond to their individual needs, and as a result, children feel safe and secure. Staff are particularly sensitive in ensuring younger children can access all activities and encourage older children to develop empathy and understanding. This results in delightful relationships between all age groups. Staff are enthusiastic, positive role models and strive to improve their practice. The manager has a clear vision for the club and demonstrates an inspiring commitment to further enhancing the quality and outcomes for all children. Through the effective use of their self-evaluation system and feedback from parent questionnaires they competently identify the club's strengths and areas for development. Staff have established excellent links with the reception class teacher at the host school, and as a result, children in the early years age group are well supported in their ongoing learning. Staff are given good opportunities to further develop their own knowledge and skills through access to ongoing training, and as a result, children's safety, care and well-being are further supported.

Partnerships with parents and carers are outstanding. Staff dedicate time getting to know the children and their families, fostering excellent relationships and helping to ensure that children feel safe and secure. Parents are very well informed

regarding their children's care and are aware that they can speak to a member of staff at any time. In addition, the effective key person system strengthens links and enhances effective communication with parents. The relaxed and friendly way that daily information is exchanged ensures that children's changing needs are consistently met. Parents access a wealth of information regarding the club through the use of a parents' notice board which contains the club's registration and public liability insurance certificates. In addition, parents are able to see photographic evidence of their children engaged in a wide range of activities. Parents expressed excellent views during the inspection. Comments included, 'staff are fantastic', 'my child is exceptionally happy at the club' and 'children are always fully engaged in a wide range of activities'.

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

Children are happy at this bustling and energetic club. They benefit from the staff's calm and friendly manner and from a welcoming and exceptionally well resourced environment. They have fun and enjoy a good variety of activities both indoors and outdoors. Staff incorporate children's interests and ideas when planning activities, ensuring their individual needs are met well. Staff enjoy spending time interacting and supporting children as they play. They actively observe children in the early years age group and record information in their individual learning documents. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussions with parents. On admission to the club all required documentation is completed, which clearly records children's individual needs so that they are cared for according to their parents' wishes. When asked, the children said, they were happy at the club and enjoyed playing with their friends. They also said that the staff were 'brilliant'.

Children are warmly greeted by staff on their arrival at the club. They are familiar with the daily routines and look forward to meeting up with their friends where they can relax and play together. They are encouraged to make decisions about their own play and to follow their own interests. Children's creativity is supported extremely well as they engage in a wide range of interesting and fun activities at each session. For example, at the art and craft table one group of children thoroughly enjoy making wooden bookmarks. They choose their own design and enthusiastically use felt tip pens to colour them in. Children take huge pride in showing their finished items to staff who fully recognise and celebrate each child's achievements. At another table children access a range of writing materials, while others play happily with the garage and cars. Role play activities are very popular with all the children. For example, they enjoy dressing up, exploring the home corner equipment and building dens. They also enjoy board games and a wide range of construction toys. Children relish regular opportunities to access the information communication and technology suite, which further supports their learning and enjoyment. All children have daily opportunities to develop their physical skills. Outdoors, children show great excitement as they engage in a wide range of team games, such as 'Duck, Duck, Goose', 'Traffic Lights' and 'Tag'. They also confidently pedal bikes, play with balls and enjoy a game of football on the grassed area. Children are very sensitive to others and can be found helping and

supporting each other as they engage in activities.

Children's behaviour is excellent. They are polite, extremely well mannered and respond to staff's expectations. They are thoughtful, caring and very respectful of each other. Their contributions within the group are fully recognised and their sense of belonging is fostered exceptionally well. For example, staff listen carefully to children's views and ideas and celebrate their achievements. Activities based on festivals such as Diwali, Chinese New Year and Christmas enrich children's experiences and help them to gain a good understanding of other lifestyles, cultures and beliefs. They demonstrate a growing awareness of their own health and hygiene needs. They are fully aware of the importance of washing their hands before snacks and recognise the changes that happen to their bodies when they are active. At snack time children enjoy hot buttered toast or crackers which they choose at the start of each session. However, there are missed opportunities to further develop children's understanding of healthy lifestyles and to provide them with healthy options at snack times. Children freely access drinking water throughout the session, ensuring that they remain hydrated. They learn how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. They regularly engage in emergency evacuation procedures and are fully aware of the boundaries while playing outdoors. Overall, children demonstrate that they are acquiring good skills that will help and support them in the future.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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