

115 Club Bransgore

Inspection report for early years provision

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Inspector Lorraine Sparey

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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

The 115 Club Bransgore originally opened in 2008. It re-registered in 2011 to change from committee run to company status. It is part of a chain of holiday and out of school clubs throughout Hampshire and Dorset. It operates from areas of Bransgore Primary School in the New Forest. The children use the resource centre, library, school field and the covered outdoor areas. They also use the area directly behind the resource centre that is mainly grass, but not secure. Staff closely supervise children when using this area. The setting is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged between four and under eight may attend at any one time. There are currently 38 children on roll, of whom, eight are in the early years age group. Children aged over eight years may also attend. The out of school club opens from 7.30am to 8.40am and 3.15pm to 5.45pm, Monday to Friday, term time only. A team of two members of staff work directly with the children, both of whom are qualified in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in the welcoming and inclusive environment. They benefit from their dedicated key worker and staff knowing their individual needs well. Consequently children make very good progress in their learning and development. There are good systems in place to share information with parents, although those with other early years settings such as the school are less well established. There are excellent systems in place to involve parents, children and staff in the decision-making. Consequently, the setting is well placed to make continuous improvement.

What steps need to be taken to improve provision further?

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

- develop consistency with regards to the information shared with other early years practitioners to support transition and a shared approach between settings.

The effectiveness of leadership and management of the early years provision

Staff demonstrate clear knowledge and understanding of how to safeguard children. They provide a safe and secure environment and closely supervise children when moving between school and the resource centre to keep children

safe. There are good systems in place to keep staff up to date with safeguarding issues. They receive training and have regular discussions about the policies and procedures. As a result staff are clear with what to do in the event of a concern with regard to a child's welfare. Risk assessments and daily safety checks enables staff to provide a safe and secure environment that promotes children's awareness of keeping themselves safe. Rigorous and robust recruitment and vetting procedures enable management to assess staff suitability for their role and responsibilities. Regular appraisals and training opportunities keep staff's skills up to date.

There are good systems to monitor and evaluate the provision. Staff and managers are included in self evaluation systems. This includes completing the Ofsted self-evaluation form using information gathered from parents and children. The manager meets with other managers from the 115 clubs to share good practice. Parent and children questionnaires give them the opportunity to make suggestions of how they can improve the provision. The registered person regularly visits to monitor good practice. Consequently, everyone is committed to improving outcomes for children.

Partnership with parents and carers is good. They receive good quality information through the company website and regular discussions with staff. Parents spoken to report they value the fact that their children are safe and having fun after their school day. Parents state that they are confident that the staff care for their children well. There are good systems in place to share information with other early years settings and professionals. For example, the manager regularly meets with the reception teacher to share information about children's learning and development. However, at times the information received is inconsistent and not relevant to planning the next steps in children's learning.

There is a good range of resources covering all areas of children's learning and development. These include some that provide positive images of many aspects of our diverse society. Consequently children learn to respect and value others through play. All the toys and equipment are accessible and staff respond to children's interests by providing additional resources. For example, staff provide a trump game and a comic linking to children's interest in monsters .

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

Children are eager to come to the after-school club. Staff are keen to listen to the individual children as they talk about their day and greet them warmly. Children benefit from the staff showing genuine interest in what they say and do. Consequently children's emotional needs are exceptionally well supported. Children participate in a game where they have to guess the animals through questioning. All children actively join in with the staff and there is lots of praise and clapping when children get the answer right. Children's individual interests are exceptionally well supported. For example, children show interest in a new range of monsters.

Staff support them to make a hotel from a cardboard box, which promotes children's creative and design skills. Children benefit from the staff planning stimulating activities supporting the next step in their development. For example, children enjoy trying to hook the numbered ducks from the duck pond. The activity is extended for the older children and they develop a scorecard to record who can do it the quickest. Younger children are keen to become involved and show great excitement when they are in the lead. Children talk to each other and the staff about how they can improve their times. Consequently children are developing excellent skills for their future learning.

There is an excellent balance of child-led and adult-initiated play and activities. As a result children are occupied in very good quality play and learning opportunities. Highly skilled staff know when to intervene to extend the activity and when to allow children to develop their own ideas. Children confidently build using large wooden blocks and are keen to involve staff in their play. At other times while they are waiting for their snack they will have an impromptu quiz. As a result all children are occupied rather than queuing to wash their hands. Children ice biscuits using their own designs. A child is keen to tell a visiting adult how they could use the Olympics to influence their biscuit icing. They show how they have created one person doing the high jump and another running a race. They have even added a gold medal. Children learn about the wider world through playing a game placing parts of their body on different countries. This develops children's interest in other cultures and beliefs.

Staff complete observations and develop learning journeys with each of the early years children. In addition staff take photographs of the children at play and they are encouraged to put examples of their work in their folders. Parents are encouraged to be involved and share their children's progress at home. The planning is flexible to accommodate children's changing interests and keep them effectively challenged through fun activities. Consequently children make rapid progress in their learning and development.

Children benefit from healthy and nutritious snacks and follow good hygiene practices. They have excellent opportunities to play in the fresh air and climb trees in a safe and secure environment. Children confidently tell a visiting adult how to cross the car park safely using the yellow line. They talk about why they need to wash their hands, which demonstrates their good knowledge of health and safety. Children's behaviour is good. Children show kindness to others, share the toys and include others in their play. Children benefit from the staff being positive role models and celebrating children's achievements through the 'star of the week'. Children sit with staff and celebrate their achievements each week. This effectively supports children's understanding of respecting and valuing 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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1

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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