

Bridgemere Centre Breakfast and After School Club

100 Bridgemere Road, Eastbourne, East Sussex, BN22 8TY

Inspection date

11/09/2012

Previous inspection date

05/12/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend

3

The contribution of the early years provision to the well-being of children

3

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

3

The quality and standards of the early years provision

This provision is satisfactory

- Children have satisfactory opportunities to play and explore the environment indoors and outdoors and make sound progress in their learning and development.
- Staff form positive relationships with children and help them to feel safe and confident.
- All children benefit from opportunities to be active and develop a secure understanding of keeping healthy.
- Staff have a suitable understanding of their key role and responsibilities to safeguard children and how to support their learning and development.

It is not yet good because

- The organisation, access to, and use of resources somewhat limits children's learning and development both inside and outdoors.
- The inconsistent use of self-evaluation and performance management has an impact on how well the staff are able to drive improvement in the setting and enhance outcomes for children.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Information about the inspection
- The inspector observed activities in both rooms used by the setting, as well as the outdoor area.
- The inspector held meetings with the senior management team - including the manager and nominated person to discuss leadership and management issues.
- The inspector took account of the views of children, discussion with a parent during the inspection and staff.
- The inspector sampled documentation - including: evidence of staff suitability, self evaluation, planning and assessment documentation, policies and procedures, sampled children's records, photographs of children engaging in different activities.

Inspector

Lisa Toole

Full Report

Information about the setting

The Bridgemere Centre Breakfast and After School Club registered in 2002. It is managed by a voluntary committee and operates from a community hall in Eastbourne, East Sussex.

The group uses two rooms and has sole use of the premises during opening hours. There is an outdoor area available. The club is open each weekday during school term times only. Sessions are from 7am to 9am and 3pm to 6pm. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 85 children on roll; of these, three children are in the early years age range, one of whom was present during the inspection. The club employs seven members of staff. Of these, five hold appropriate early years qualifications. Two members of staff are working towards a qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the educational programme by providing children with stimulating resources which are accessible and open ended so that they can be used, moved and combined in a variety of ways and arrange flexible indoor and outdoor space and resources where children can explore, build, move and role play.

To further improve the quality of the early years provision the provider should:

- improve the leadership and management of the setting by having rigorous and effective systems for self-evaluation and having effective systems for performance management and continuous professional development of staff, in particular to increase understanding of the revised Early Years Foundation Stage framework

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The educational programmes provided by the setting enable children to make progress consistent with their developmental age bands. Outdoor play is popular among the children as they learn to take manageable risks and enjoy physical challenges. For example, they have fun climbing and balancing on rope swings they make, taking turns patiently with each other. Children routinely get fresh air and physical exercise, for example, as they play games such as three-legged races outdoors on the grass area. The staff act as positive role models, valuing each child as a unique individual. They are supportive and attentive to children's differing needs. For example, by offering reassurance when a young child attempts to balance and climb outside, taking small risks for the first time. Staff sit chatting with children while they play with dough, encouraging a child's developing vocabulary and communication skills. Children use the available resources well, selecting dressing-up clothes from a suitcase as soon as they arrive from school and engaging in role play together. Technology resources are available to help them develop hand-eye coordination skills as they play computer games. However, despite

there being a wide range of toys and equipment available, children do not always freely make different choices about what they play with. This is because staff sometimes put out too few resources. They also do not always encourage children to go and select more resources from where they are stored to give them more variety. This is also evident in the outdoor environment where children have access to a limited range of mainly physical equipment. This means those children who learn better outside, are not always able to extend their own learning in other areas. The lack of resources set out ultimately has an impact on how children make choices in their play to support their own learning and development.

The quality of teaching overall is satisfactory. Staff provide children with a suitable range of activities across most areas of learning and complement the care and education they receive at school. Each child has their own learning record, where staff record observations and details of their key child's interests and developmental needs. They work collaboratively with parents and schools the children attend by sharing information about their learning and developmental needs. This partnership working provides the children with continuity of care and contributes to their developing achievements and transitions in school. Parents comment positively about the setting and how happy their children are in the setting. Parents are able to share informal feedback with staff about how their child has been and what they have been doing while at the setting. Children also contribute their own views and ideas by discussing 'all about me' information with staff. This helps them to plan experiences based upon their current interests and developmental needs.

The contribution of the early years provision to the well-being of children

Children forge good relationships with each other and the staff in the setting. On arrival some of the children fondly greet staff with a quick hug before putting their personal belongings away to then begin playing. This greatly contributes to their feelings of security, confidence and overall well-being. A group time takes place each day, meaning that all of the children spend some time together in a sociable manner. It also enables staff to quickly call a register as part of their routine safety measures, before talking to the children about what activities are on offer that day. This gives the children some choices about what they do, promoting their growing independence and cooperation. However, children are not always able to independently choose from a wide range of resources, both indoors and outdoors, to make choices about what they wish to play with. Children behave well and show respect towards each other, staff and the play environment. This helps promote a harmonious atmosphere for everyone and positively promotes equality of opportunity. Children show a strong sense of fun, giggling and chatting contentedly to each other as they make up games, including pool and running around outdoors. They show a good understanding of safety and the general rules they must follow. Children have had a positive input into deciding the rules of the setting because they have been able to detail them through their pictures and words around the room. Routine activities, such as practising fire drills and following rules, help children learn important messages about how to stay safe. From time to time they also have visitors from the emergency services visit the setting to learn about keeping themselves safe.

Children enjoy a healthy lifestyle because of the daily physical play experiences and the food they eat at the setting. Teatime is a friendly, sociable occasion, when children sit together at the tables, making their own choices about what they eat. All of the children eat well because a nutritious snack is provided for them, taking into account any specific dietary requirements. Children are able to help themselves to refreshments of water, juice or milk so they don't get thirsty during the session. A comfortable area in the main room enables children to sit and relax, important to their well-being after a busy day at school. The youngest children manage their personal care needs with confidence and growing independence; they put their school bags away, wash hands and take off their shoes before playing. This also helps them develop their school readiness skills as they make transitions into full-time school.

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

The staff and management have a sound understanding of their key roles and responsibilities regarding safeguarding. The setting meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Management follow robust recruitment to make sure all adults working with the children undergo vetting to check their suitability. The staff fully understand child protection procedures to help safeguard children and maintain mandatory documentation appropriately. The majority of staff are qualified and undertake some training to develop their skills and knowledge. For example, some staff have recently attended child protection training. However, performance management is inconsistent. While some staff have appraisals and there are staff and management meetings, the manager has not had a formal appraisal for some time. This has an impact on how well she is able to identify priorities for improvement which will have a positive outcome for the children.

Self-evaluation and monitoring of the provision are not used to their full effect to clearly identify strengths and weaknesses in the setting. This means they do not always target specific areas to improve, including the organisation of resources, in order to enhance children's experiences. For example, staff have not asked parents to complete questionnaires for some time in order to seek their views in a formal way. They do speak to them informally, which is a positive aspect of their partnership working. However, this inconsistent approach hinders successful improvement in the leadership and management of the setting.

The setting has made some improvements since their last inspection. They have strong partnerships with external agencies and links with schools. This helps to support children's safety and welfare in the early years age range, as well as their learning and development. Staff have a satisfactory knowledge and understanding of the Early Years Foundation Stage and its links with playwork, to support young children's learning and development appropriately. Staff carry out daily risk assessments of the environment and have thorough procedures for school collections to safeguard children's welfare. The staff identified a priority for improvement regarding the provision of food, following discussion with parents. They now use an external catering company to provide all the snacks.

Children commented positively during the inspection about the food provided for them and all ate very well.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act

2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	954435
Local authority	East Sussex
Inspection number	814358
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	85
Name of provider	The Bridgemere Centre
Date of previous inspection	05/12/2008
Telephone number	01323 439700

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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