

Bexhill Youth and Community Centre

10 Station Road, Bexhill-on-Sea, East Sussex, TN40 1RE

Inspection date	10/10/2012
Previous inspection date	08/04/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy the fun atmosphere and kind and caring interaction with the staff. This helps them to feel settled and secure and have fun as they learn through play.
- Opportunities for physical play indoors and on nearby sports fields enhance children's development in this area. They are excited to engage in active games and activities. Resources to support this aspect of their development are extensive.
- Snack time supports children's independence and provides good opportunities for them to talk and learn about healthy eating.

It is not yet outstanding because

- Children are not able to access the adjoining outdoor play space often enough. As a result they do not get opportunities to explore outside freely.

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

- The inspector held discussions with the staff.
- Observations took place of children's care and learning.
- Documents underpinning practice were sampled.

Inspector

Stacey Sangster

Full Report

Information about the setting

The Base at the Bexhill Youth and Community Centre registered in 2004 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from premises in Bexhill-on-Sea in East Sussex. It is run by the committee of the community association who employ a co-ordinator to manage the after school club. The club serves the local and surrounding area. There is an enclosed outdoor play area attached to the centre. It is open each weekday after school from 3.15pm to 6pm during term time and all day during the Easter holiday.

There are currently 68 children on roll. Of these, two are in the early years age group. The

club employs six members of staff; five of these hold appropriate childcare qualifications.

What the setting needs to do to improve further

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

- increase use of the outdoor environment to provide rich and diverse learning and development opportunities.

Inspection judgements

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

The club provides a wide range of resources and activities which support children well in the seven areas of learning. Most staff are well qualified and deliver learning through play that complements and provides balance in relation to what children in the early years are learning at school. Partnerships with both parents and schools are strong and staff use details obtained from the school and parents to form an initial informal assessment of children's starting points and support their ongoing assessment. The key person monitors the well-being and development of children in the early years and provides parents with a single point of contact. Parents receive information about the Early Years Foundation Stage and how the club promotes the seven areas of learning. They are provided with details of children's achievements or areas of concern on a daily basis. Staff also involve them in agreeing joint working with the home, the club and school if children have any special educational needs and/or disabilities. Staff observe children and identify their likes and dislikes, abilities and interests. They use this information effectively to plan activities to support children's learning. They offer children good challenges to build on what they can already do, as well as learn new skills. Consequently, children make good progress in all areas of learning.

Staff are skilled at motivating children to engage fully in the activities on offer and the quality of their interaction with the children successfully supports their learning and welfare. The quality of teaching is good and children are inquisitive, active learners who are keen to experiment and explore their ideas. Staff benchmark children's progress informally using their knowledge of child development. Children have very good opportunities to engage in physical play in the large sports hall or outings to the local school playing fields although they cannot access the adjoining outdoor area freely throughout the session. They show increasing skill particularly in relation to ball skills and are working at or above their expected developmental age.

Staff support children's communication and language skills very well; staff and children talk in detail about their ideas, views and opinions. Open-ended questions from staff help children to express themselves freely. There are many opportunities for mark making, reading and writing, within each session. Children make good progress in their personal, social and emotional development. They settle quickly, approach staff without hesitation with any problems, questions or to ask for resources that they want out. Group games support children's understanding of teamwork and cooperation. Children take turns with equipment and share resources fairly.

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

Children are happy and enjoy their time at the club. They behave well and understand the expected codes of behaviour and the reasons behind them. Children receive rewards and sanctions appropriate to their age and level of understanding and respond positively to staff's gentle reminders to behave in a certain way. Parents and staff work together where needed to support behaviour management strategies and they have been successful in supporting children with challenging behaviour. The key person gets to know the children well which helps the club to support all children and meet their individual needs. Staff successfully help foster children's independence and self-esteem, meaning that children move freely and with confidence around the club.

Children competently manage their personal care needs and help to support good hygiene in the club with routine hand washing and by helping to clean and prepare tables for snack time. They are encouraged to make healthy choices in relation to food and understand how they can support their own health, for example, by getting a drink of water after a physical play activity. Relationships between staff and children are warm and affectionate. Children and staff greet each other warmly as they arrive, helping all to feel welcome. Friendships develop quickly as children play and laugh alongside each other. Older children are kind and caring towards the youngest children and help to show them where things are kept and how to play different games. Staff help to prepare children for transitions, such as a change of school, to support their emotional well-being.

Staff make sure that children are clear about collection arrangements and give reassurances to the children which helps them to know what the routines are and to feel safe and secure. Children have a good understanding of how to keep themselves and others safe. They have some opportunities to assess risk for themselves and are continually encouraged to consider the potential impact of their actions. A thorough risk assessment of the premises and resources help to ensure that they are safe and suitable for the ages of the children attending. Resources are plentiful, well maintained and easily accessible. They include a good range that promotes positive images of diversity. This helps children to learn about wider society.

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

Staff have a good understanding of the requirements of the Early Years Foundation Stage. They regularly evaluate and seek ways to improve the welfare and learning provision for children in the club. Staff performance is managed effectively through supervision and team meetings which enable the manager to identify training needs and mentor individual staff. As a result staff have good opportunities for training to enhance their knowledge and skills. Recruitment procedures are robust and make sure that only suitable people are able to work with the children. Visitors to the centre are monitored carefully and are not permitted to have unsupervised contact with children. Staff have a good understanding of their responsibility to safeguard children and know what procedures to follow if they have concerns about a child in their care. Security is good and staff constantly monitor the entrance as parents collect throughout the session. The manager oversees the planning and makes certain that the educational programmes meet the requirements of out of school settings delivering the Early Years Foundation Stage. He has an extensive knowledge of play work and he and his staff continually strive to build on what the setting do well.

Development plans are well targeted to have a positive impact on children and include making an outside space available to children throughout the session. Parents' and children's views feed into the self-evaluation process which help to drive the setting forward. The manager researches different educational philosophies as well as attending meetings and information sharing sessions with schools and other agencies to keep abreast of new and interesting developments in play work. Good working relationships are formed with other agencies which support the work of the club. They work well with any other agencies involved in the care of the child and this helps ensure a consistent approach is applied and children's individual needs are fully met.

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	EY271209
Local authority	East Sussex
Inspection number	822914
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	63
Name of provider	Bexhill Youth and Community Association
Date of previous inspection	08/04/2009
Telephone number	01424 215455

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

