

Bayston Hill After School & Holiday Club

Oakmeadow CE Primary School,, Longmeadow, Bayston Hill, SHREWSBURY, Shropshire, SY3 0NU

Inspection date	11/10/2012
Previous inspection date	04/01/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- There is a variety of activities and experiences that are interesting, challenging and meet the needs of all children.
- Practitioners have high expectations of all children based on prior skills, knowledge and understanding supported by effective partnerships.
- Children are interested and keen learners who are engaged, motivated and think critically throughout their time at the setting.
- There is a good key person system in place helping children form secure attachments and special relationships with adults.
- Behaviour is well-managed through effective strategies and realistic expectations.
- Professional development is effective in helping practitioners to improve their knowledge, understanding and practice.

It is not yet outstanding because

- Highly successful strategies to engage all parents in their children's learning are yet to be developed through accurate assessment of children's progress.
- Strengths and weaknesses are not effectively identified to further develop the settings self evaluation.

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 spoke with children, in the early years age range and joined their activities to understand their enjoyment and engagement in the setting.
- The inspector observed activities in the main playroom, outside and in the hall.
- The inspector spoke with staff at appropriate times throughout the observations.
- The inspector looked at children's observations, planning documentation, the setting's self-evaluation document and a selection of policies and children's records.
- The inspector took into account the views of three parents spoken to on the day.

Inspector

Scott Oliver Thomas

Full Report

Information about the setting

Bayston Hill After School and Holiday Club moved to Oakmeadow School in 2009. It is a privately run provision and operates in the village of Bayston Hill, a few miles from Shrewsbury in Shropshire. The club has access to two classrooms, the main hall/dance

studio, library, design and technology suite, food technology suite, toilets and storage facilities. The building has ease of access, with all facilities used by the children on the ground floor. Outdoor play facilities are available with access to the school playgrounds and playing fields.

The club operates Monday to Friday between 3pm and 5.45pm during term time and 8.30am until 5.45pm during school holidays. Children can access a variety of sessions and most are pupils of Oakmeadow C of E Primary School. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 80 children on roll. Children with special educational needs and/or disabilities and children who speak English as an additional language are supported.

Four members of staff work directly with the children during the sessions. The manager has a recognised level 5 childcare qualification. The club receives support from the local authority and is a member of 4Children.

What the setting needs to do to improve further

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

- record the age and stages of children's development in the prime and specific areas of children's learning to aid monitoring and gain a comprehensive knowledge of each child's progress, to keep parents well informed of their children's progress.
- develop self-evaluation procedures to take into account daily achievements and areas for development to contribute to the leadership's pursuit of excellence.

Inspection judgements

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

The provision offers an extensive variety of developmentally appropriate games, toys and activities that are independently accessed by all children. The resources are well-organised in labelled units and are appealing to all age ranges. For instance, there are a number of computers offering a variety of software packages, games such as popular board games and art materials which allow children to create props to support their play, such as swords for pirate play. Consequently the progress children make towards the early learning goals and beyond is well-supplemented through their attendance at this setting.

Staff allow themselves to become intrinsically involved in children's play which allows these play experiences to become fulfilling for each child. Regular outings and visitors to

the setting mean that the experiences that are provided to children offer variety and are meaningful. For example, a recent trip to a local Crown Green Bowling Club has enabled children to learn a variety of new skills and developed their already secure understanding of their local community and the people they share it with.

Adults allow children to spend much of their time leading their own play. This is supported through careful planning of enhancements to the continuous provision which provides children access to the seven areas of learning. As a consequence children are making good progress towards the early learning goals. Most of children's Early Years Foundation Stage experience is provided within the school and nursery setting within which the club is sited. As the adults work both within the school and the setting, children's early learning experiences are enhanced through these effective partnerships and information sharing.

Through recent training the leader and other qualified staff are able to use effective development tools to reflect on how well children are progressing towards the early learning goals given their starting points. Observations provide practitioners with a secure knowledge and understanding of the progress children are making and they are skilled in using Development Matters to ensure children are making progress overall within the Early Years Foundation Stage. The practitioners are knowledgeable in how to use the observations they make to effectively plan for children's experiences, both within the setting and school through regular exchanges of information. However, these observations and next steps could be further developed by the accurate recording of children's achievements, to enable information sharing to be of greater productivity, and more focused on children's learning.

Children are engaged, motivated and think critically, such as when they make links between past events and their own family in conversation with adults whilst completing a time game. As some children are new to both the school and the club they are supported to develop the skills they need for the next steps in their learning, such as their personal, social and emotional development, through working together to put on puppet shows. The key person system supports engagement with all parents and other settings which has resulted in a triangulated approach to contribute to the assessment of children's starting points on entry to the setting. The success of this approach has enabled targeted strategies and timely interventions to be agreed and implemented to support learning that matches most children's individual needs. For example, when new children start at the club information is sought from both parents and school staff in order to agree how to manage children's dietary needs.

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

As a result of there being a continuity of adults children develop secure relationships. Children form these relationships quickly as adults work both within school and the club. Children are generally independent; however, they seek adults out for support and comfort. This is secured through regular sharing with parents of information regarding children and by allowing the child's voice to be heard. Independence is promoted through the free choices children make. For example, children design menus, identify resources, choose activities and take control of their own learning: they made their own books

following a trip to the local library.

Healthy snacks are served and children understand the consequences of an unhealthy diet. This has been supported by the setting completing a Healthy Snack project and promoting healthy food choices. There are daily opportunities for children to exercise using the extensive school grounds or when playing games, such as football, in the school hall. Self-care is promoted as staff are effective role models who demonstrate good hygiene practices as part of routines.

The leader uses Development Matters to ensure a balance of activities are available at each session and throughout each half term. These activities are linked to the seven areas of learning and staff use them to support the acquisition of skills for children for the next steps in their learning. The vision of the setting is of high expectations for all children and practitioners. Staff are enthusiastic and they demonstrate this in how they engage with children. As a result children are motivated by inspirational adults. For instance, children seek out adults to join in with their experiences and games. Differences of children are respected by their peers as the club encourages them to form strong relationships. For example, when children invite others to join their play and they refuse to do so, or when play is interrupted by other children's ideas the setting employs positive rules and behaviour management strategies. As a result, children learn what is acceptable behaviour as demonstrated in a turn-taking system for the computers, where children list their names and use timers to indicate when it is the next person's turn.

The environment is familiar and children are encouraged to explore it by undertaking their own risks and taking accountability of their own safety. The safety of children is given a high priority and protected through constant supervision of children. When other users are on-site the identification of all visitors is checked and there are security systems in place to prevent the entry of any intruders.

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

The setting has robust systems in place to protect the children in their care. All staff have an up-to-date knowledge of local child protection procedures and know who to contact should they have any concerns. Staff are suitably vetted and checked to ensure their suitability to work with children and young people. Staff are given a clear induction which results in them having a clear understanding of how to work within the setting safely. The leader has an ongoing commitment to checking the suitability through regular meetings with staff. Written procedures are effective and the organisation of the setting means the safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the leader and are met. All staff have knowledge of, understand and implement these procedures consistently. For example, staff have a uniform approach to managing behaviour within the setting and, as a result, children's behaviour is generally good. Medical and dietary needs are managed well through clear record-keeping and precautionary measures, for example, different utensils are used to meet some children's particular dietary requirements.

The environment is safe and secure and promotes children's good health through written, daily risk assessments which also cover outings. Staff are briefed on how to keep children safe throughout the session, faulty equipment is removed and disposed of and generally meets safety standards. The club is on a no-smoking site and has a written policy to support this. Children's attendance is recorded on daily registers and children are only released to authorised adults. Staff are appropriately deployed within the setting to keep children safe.

Trained staff have a good understanding of the curriculum which is further enhanced by the role of the leader in monitoring the educational programmes, to ensure children are making progress and a broad range of experiences are provided. This has been demonstrated by the leader in supporting a recently qualified member of staff to become an effective key person for children in the Early Years Foundation Stage. The leader has made changes to the planning and assessment processes to ensure an accurate understanding of all children's skills, abilities and progress. However these are not yet precise in recording children's age and stages of development and to involve parents in children's learning. Children whose progress is above or below expected levels are identified systematically by the leader who then implements appropriate interventions. These may include partnership working with parents or arranging for additional support to be offered within school.

Self-evaluation is recorded to reflect the setting's strengths and areas for development. The outcome of these methods has been successful in recording the achievements of the setting as a whole and providing a repertoire of developments the setting has made since opening. However, to aid the leader in her strong vision towards the pursuit of excellence, these systems should be developed to take into account daily evaluations of staff and children to ensure strengths are recognised and areas for improvement are used to contribute to the settings overall future developments. Quality improvement is supported by the setting's engagement with the local authority. Since the last inspection the setting has made considerable progress in improving the quality of the early years provision by meeting previously set actions and recommendations.

Performance management is effectively led by the leader as shown by regular supervision and staff appraisal. This identifies practitioner's strengths and targets for development. The setting is able to access a variety of training opportunities which positively impact the setting, for example, staff now have an up-to-date knowledge of issues such as childhood autism. The setting has a commitment for all children to be, and feel, included within the experiences it provides. These experiences are varied and the inclusive nature of the provision is extended out into the local community where children have gained a secure knowledge of the world within which they live and of the people with whom they share their community.

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

EY395652

Local authority	Shropshire
Inspection number	821911
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	24
Number of children on roll	80
Name of provider	Tara Jayne Thomas
Date of previous inspection	04/01/2012
Telephone number	07979522197

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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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