

# Buntings Out of School

Layston First School, The Causeway, BUNTINGFORD, Hertfordshire, SG9 9EU

## Inspection date

26/10/2012

Previous inspection date

03/06/2009

## 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

- Adults are enthusiastic and encourage children to participate in a balanced range of activities. As a result children are keen and motivated and make good progress in their learning and development.
- Strong partnerships with parents contribute well to children's welfare and learning.
- Children are happy, independent and active learners. They confidently choose what they want to do and activities are based upon their individual needs and interests.
- Children feel safe and enjoy their time in a friendly and stimulating environment where staff are sensitive to their needs.

### It is not yet outstanding because

- Opportunities to drive improvement based on an analysis of the club's strengths and weaknesses are not yet fully implemented.

## 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 observed activities in the main playroom.
- The inspector held a meeting with the manager of the provision.  
The inspector looked at planning, observations and assessments, evidence of suitability of practitioners working in the setting, policies and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Linda Bird

## Full Report

### Information about the setting

Buntings Out of School was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned by Buntings Nursery and is situated within the grounds of Layston First School, Buntingford in Hertfordshire. Children who attend the club also attend the host school. Children have use of one large room and the information technology suite within the school. They have access to the school playground and field for outdoor play. The out of school club operates from

Monday to Friday, term time only. Sessions are from 7.15am until 8.45am and from 3.15pm until 6pm. A holiday club runs on the site during the school holidays except for two weeks in the summer holidays. The holiday club is available from 8am until 4pm.

The club employs two members of staff. Both staff hold appropriate early years qualifications to at least level 3. A maximum of 24 children aged between three and eight years may attend at any one time, currently there is one child attending within the early years age group. The club supports children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- develop further the approach to self-evaluation to enable the clear identification of strengths and weaknesses and areas for improvement.

### **Inspection judgements**

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

Children are motivated and eager to learn; they join in activities with enthusiasm and enjoy their time in the setting. Adults show a good understanding of varied teaching methods that engage children's interest and plan fun activities that encompass the areas of learning. Staff organise the setting well and ensure children are able to access a broad range of toys and equipment; as a result children are active and independent learners.

Children enjoy the opportunity to explore different materials and to experiment with texture and design. A group are engaged in an activity to make Halloween models using salt dough. The children manipulate the dough using their hands and plastic utensils; they form the dough into spiders, bats and witches. Children know that their models will harden when heated and they will then be able to paint the models. From this they know that the form of materials can change. The children concentrate on the task for a sustained period of time and enjoy discussing what they are doing with each other. They discuss Halloween and use words connected with the festival such as 'creepy' and 'scary'. The children are confident communicators and happily engage each other in conversation. The staff member talk to the children as they make their models and remind them about the heating process. She offers positive encouragement praising the children and taking a close interest in the development of the models.

The children are encouraged to be independent in their learning and they are able to

choose what they want to play with. Children enjoy playing with the trains and track. They concentrate and persevere with fitting the pieces of track together. A staff member intervenes appropriately to offer praise and encouragement and to engage in the play, offering to help build a tunnel for the train to travel through. The adult asks the children questions about the number of blocks required and the height of the tunnel. The staff member is interested in and enthusiastic about the activity; this supports the development of self-confidence and encourages children to persevere when faced with a challenge.

Regular collection of observations enables staff to assess children's learning needs and plan suitably challenging activities. Staff constantly observe and listen to the children, skilfully questioning them during activities in order to extend their learning and enhance their understanding. Children are keen and interested learners who are making good progress in meeting the early learning goals.

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

The children are very comfortable to approach either member of staff, a minority of children bond closely with one member of staff which is often based on successful early attachments. Children clearly feel safe and secure in the setting. Children play happily together and enjoy each other's company. The staff provide consistent messages about appropriate and inappropriate behaviour in the setting. For example, they remind children that running indoors is unsafe and that they should take turns and share toys and resources fairly. As a result, children behave extremely well and the provision has a warm and friendly atmosphere.

Children are provided with range of fresh fruit and vegetables for snacks and meals that promotes their good health. The manager prepares food for the children and ensures that their dietary needs are fully met. Practitioners help children to understand about the basics of healthy living through conversation and activities. Children know to wash their hands before meals. The children are not given the opportunity to pour their own drinks or serve food as practitioners do this for them. This means that their independence is not fully encouraged.

The setting provides a stimulating, well-resourced and welcoming environment to support children's all round development and emotional well-being. The children have use of the school playground and field; the opportunity to enjoy fresh air and to run and play promotes children's physical development. Children enjoy the activities available and relate well to the staff, who support and encourage them. They spend time talking to and playing with children, consequently the staff and children enjoy very strong and caring relationships. This positive adult interaction helps to develop children's self-esteem.

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

The manager and her colleague work closely together forming a very effective team. They are motivated and committed to providing good quality provision for all children. They have a clear understanding of the learning and development requirements and strive to

deliver an enjoyable learning experience for the children. The staff have widened their knowledge and experience by attending training courses. Robust systems are in place for performance management, an appraisal system enables the manager to monitor performance and to identify targets for improvement which then lead to better outcomes for children.

Effective partnerships with parents make a strong contribution to meeting the needs of children. Parents spoken to at the time of the inspection, hold the provision in high regard and find the staff friendly and helpful. The club also enjoys a very good relationship with the host school. Communication between the school and club is well developed and helps to ensure that the children's welfare and learning needs are met. The club has use of the school's information technology suite and the staff link with the reception class teachers to support children's learning and progress.

Staff have a good understanding about safeguarding and welfare requirements and there are effective procedures in place to safeguard children and promote their welfare. Since the previous inspection more rigorous systems have been put in place to assess risk and to ensure that the premises are safe and secure. Security of the premises is a high priority and staff create an environment that is safe and welcoming, where children feel secure and happy. All staff hold first aid qualifications and have been suitably vetted to work with young children.

The staff are committed to providing a caring and stimulating quality environment for the children. Systems for self-evaluation are developing. The views of parents about the quality of the provision have been sought. The process of evaluating the provision has started but the setting has yet to identify strengths and weaknesses and areas for improvement.

### 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

<b>Unique reference number</b>	EY386515
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	821693
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	1
<b>Name of provider</b>	Mrs Michelle Ward and Mrs Emma Edwards
<b>Date of previous inspection</b>	03/06/2009

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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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