

Bratton Pack Out of School Club

St. Peters C of E Primary School, Bratton, Telford, Shropshire, TF5 0NT

Inspection date	05/11/2012
Previous inspection date	14/03/2012

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		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 plenty of opportunities to develop their own play and learning in the club's enabling environment.
- Children are secure in the routines of the setting and make good relationships with staff and their peers.
- Staff help children choose what they want to do, encouraging them to try new experiences.

It is not yet good because

- The accident procedures are not consistently followed to meet the requirements of the Early Years Foundation Stage and to ensure that parents are kept fully informed about their child's well-being.
- Staff deployment is not always fully effective in supporting the youngest children when playing outside, particularly when activities are boisterous or adventurous.
- Opportunities for parents to share what they know about their children are not fully developed.

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 manager at the beginning of the inspection and with the manager and staff throughout the session.
- The inspector observed children in the activity rooms and in the outdoor play area.
- The inspector held discussions with parents and also obtained their comments from parental surveys carried out by the club.
- The inspector conducted joint observations of activity areas with the manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's action plan and documented systems that support the service.

Inspector

Dianne Andrews

Full Report

Information about the setting

Bratton Pack Out of School Club opened in 2003. It is committee run and operates from a separate building situated in the grounds of St Peter's Church of England Primary School in Bratton, a suburb of Telford, Shropshire. All children share access to the school grounds.

The club serves children attending the host school and children from the local and surrounding areas.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 148 children on roll, of whom 15 are within the early years age group. The club is open each weekday from 7.30am to 9am and from 3.15pm to 6pm during the school term, and from 7.30am to 6pm during school holidays. The club employs 15 staff members. Of these, three hold an early years qualification at level 6, three hold a qualification at level 3, and all other staff are qualified to level 2 or are currently working towards a qualification. The club receives support from the local authority.

What the setting needs to do to improve further

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

- consistently maintain accurate records of accidents or injuries, and of the first aid treatment given, and ensure these are shared with parents or carers as soon as is reasonably practicable.

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

- monitor the arrangements for the deployment of staff to ensure that the youngest children are effectively supported when in the outdoor play area
- extend opportunities for parents to share all they know about their children.

Inspection judgements

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

Overall, children enjoy a wide range of exciting activities that they are eager to take part in. When they are not keen on a particular activity, there are plenty of alternatives available for them to choose from within the club's enabling environment. This helps them to develop independence. For example, some express an interest in colouring in pictures and proudly show what they have done, while others select construction materials, creating a track for the train. Children knowingly follow the routines of the club, explaining what happens next. The planned activities take account of each key persons' knowledge about most children's stages of development. However, staffs' understanding about children's starting points is not always fully secure, particularly in relation to those children

are new to the setting and may have only recently started school. This is because arrangements for encouraging parents to share what they know about their children are not yet robust, and this impacts on staff's ability to fully support children when they first start attending. Information about each session is displayed for parents to see, keeping them informed and encouraging their involvement in the club and their children's learning activities.

The educational programme appropriately complements that of the school in order to promote continuity in children's experiences. Children initiate conversations and talk together about the topics and activities they take part in during their school day, for instance, their outdoor explorations at forest school. Their speech and communication skills are developing well and they are keen to share their thoughts and ideas with staff. Staff use spontaneous learning opportunities appropriately to make children think. For example, staff encourage children to problems solve at snack time by finding different ways of rolling their wrap without the filling falling out. Children relate to one another well, they take turns and play co-operatively. Older children are sensitive to the feelings of their younger playmates, for instance, they try not to scare them when excitedly exploring the outdoor environment with torches after sunset.

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

Children develop warm and relaxed relationships with the staff, their key person and each other. They readily approach staff members to ask for assistance when they need it, and confidently chat about things that are important to them. They receive praise and encouragement for their efforts and achievements, and this promotes their confidence and self-esteem. Older children buddy their younger playmates in order to help them develop a sense of belonging and to create a 'family' ethos, mirroring that of the host school. Staff support children's play effectively in most areas, helping them to develop some of their own ideas. However, there is scope to improve the deployment of staff, particularly when children are playing in the outdoor area, to ensure the youngest children feel safe and secure, particularly when activities are boisterous or adventurous.

Staff provide a range of interesting meals, and the menu is displayed for parents and children to refer to. Children thoroughly enjoy their tea-time snack. They choose from a range of prepared ingredients to make wraps, while staff encourage them to try new tastes and to develop an understanding of the benefits of healthy eating. All children take part in a planned session of outdoor play each day to promote an active lifestyle and to provide the opportunity for them 'let off steam' after their day at school. At the end of the day, children relish the chance to play quietly or to rest on the soft furnishings, while watching a favourite film with their friends.

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

There are suitable procedures in place to ensure children are cared for in a safe and secure environment. For instance, all areas that children use are checked before each session. Staff understand their duty to safeguard and protect children. They are familiar

with the local safeguarding procedures, have received appropriate child protection training and aware of how to refer a concern to the appropriate agencies, should they need to. Staff follow a thorough induction programme to ensure they gain an awareness and understanding of the range of procedures in place which support and underpin the service. On the whole, these are effectively put into practice. However, on one occasion details of a minor accident and the first aid treatment given were not recorded or shared with parents in line with the requirements of the Early Years Foundation Stage. This affects the setting's ability to ensure that parents are kept fully informed at all times about their child's well-being.

Practitioners' professional development is given high priority and practice is adapted and improved following additional knowledge gained from training. The staff team work together to plan an interesting range of activities they know the children will enjoy. They are aware of their responsibilities in meeting the learning and development requirements of the revised Early Years Foundation Stage, and are beginning to adapt their records of children's progress and achievements to reflect the new changes. Appropriate relationships are established between the host school, and on the whole, with parents and carers. Some of the club's staff also work in the school and, as a consequence, are able to promote continuity in care and learning and ease children's times of transition. Parents are helped to understand how the club operates as they are provided with a 'Bratton Pack' when they register their child. This pack contains the setting's policies and procedures so that parents are aware of how the club operates. Most feedback from parents is positive and reflects their appreciation for the flexible care arrangements offered and their children's enjoyment at the setting.

Leaders show an appropriate drive for continually developing the provision, although, the systems for monitoring and consistently reviewing daily practices and procedures are not yet fully secure. This is particularly evident in relation to some record keeping and the deployment of staff when children are playing outside. A well-considered action plan has been developed, detailing realistic goals for improvement, and parents views are incorporated into this. For example, where parents make suggestions for possible improvements to the service, the management team uses the information proactively. As a result, they have developed the range of learning activities offered to reflect children's interests and have inspired staff to increase the warm welcome given to all children and parents on their arrival at the club.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep records of all accidents which occur on the premises where childcare is provided (Records to be kept) (applies to both parts of the register).
- take action as specified above (Records to be kept)

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	EY248891
Local authority	Telford & Wrekin
Inspection number	889732
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	48
Number of children on roll	80
Name of provider	Bratton Pack Out of School Club
Date of previous inspection	14/03/2012
Telephone number	01952 246885

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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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