

Barton Kids Club

Ramsey Manor Lower School, Manor Road, BARTON LE CLAY, Bedfordshire, MK45 4NS

Inspection date	22/11/2012
Previous inspection date	30/11/2009

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

- Practitioners ensure that they know the children and that the environment is safe and welcoming. This means that children are secure and happy and have good relationships with practitioners and each other.
- Children are encouraged to share and work together, helping to reinforce a positive approach to their future learning.
- Children's care needs are met because practitioners ensure that they are able to relax and play after school.

It is not yet good because

- Children's learning is not fully supported because practitioners have insufficient knowledge of the learning and development requirements.
- Practitioners do not consistently use opportunities to promote children's independence and their understanding of the importance of healthy lifestyles.
- The self-evaluation procedures are not used to the optimum to fully inform targets for improvement.

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 indoor and outdoor play areas.
- The inspector held meetings with the manager of the provision.
- The inspector talked with children present.
The inspector looked at planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation information and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kelly Eyre

Full Report

Information about the setting

Barton Kids Club is run by a voluntary management committee and was registered in 1994. It operates from a purpose-built building in the grounds of Ramsey Manor Lower School in Barton-Le-Clay, Bedfordshire. The setting serves children from this school and other local schools. It has strong links with the school on which it is sited. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are from 8am until 8.50am and then from 3.15pm to 6pm. There is also a holiday club, which runs during the Summer and Easter holidays, with sessions from 8am to 6pm. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently seven children on roll who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to 11 years.

The setting employs nine members of child care staff. Of these, one holds an appropriate early years qualification at Level 2 and four at Level 3 or above. The setting 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:

- ensure that staff have a sufficient knowledge of the learning and development requirements in order to consistently provide an appropriate programme for children attending wrap around care.

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

- review the daily procedures so that these support children in building their independence and in gaining a greater understanding of healthy practices
- extend the self-evaluation process to more clearly identify and prioritise targets for improvement.

Inspection judgements

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

Children are secure and confident, which supports them in building a positive approach to learning. For example, they choose resources during the session and are happy to try new activities. They are adequately supported by practitioners, who understand that children learn as they play. For example, children involved in a craft activity are encouraged to share their ideas and talk about what they are doing, thus developing their communication skills.

Practitioners interact appropriately with children, thereby supporting them in acquiring the

skills to learn effectively. For example, younger children playing with a construction set are encouraged to explore the different pieces to make their own models. They go on to discuss the model cars they are making and to compare the number of wheels on these with the number on a motorbike. Opportunities, such as this, help to extend children's thinking and develop their creative and problem solving skills. Children are supported in extending their vocabulary and in developing an enjoyment of books. For example, they enjoy sitting on the bean bags and choosing a book to read.

Practitioners use their knowledge of the children to inform the range of activities and resources they offer. For example, they know children's current interests and so provide resources that reflect these. However, practitioners do not have sufficient knowledge of the Early Years Foundation Stage learning and development requirements. Therefore, although they recognise that they need to offer children a balanced range of opportunities that support the promotion of their learning in all areas, they are not able to plan this consistently and to evaluate the success of the activities. Consequently, they are not able to use all the opportunities within the context of this out of school care to fully support children's learning and development.

Practitioners are aware that children have had a long day at school and so ensure that they are able to rest and relax at the setting. For example, children enjoy the opportunity to sit with their friends and talk about their day. Children are offered an appropriate range of opportunities that promote their physical development. For example, they develop skills in balance and coordination as they use larger play equipment. Children are offered adequate opportunities to learn about the diversities of society. For example, they access resources, such as books, posters and role play items, which give positive images and information. The appropriate provision of structured activities enhances children's enjoyment and offers them new experiences. For example, children enjoy using dry pasta and marshmallows to create models, experimenting with different construction techniques to find out which ones stand up best.

The use of relevant communication procedures means that parents are aware of the setting's policies and any forthcoming events. The setting also uses a newsletter to provide basic information about current activities. Parents are therefore offered support in promoting their child's learning at home.

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

The appropriate key person system and effective partnerships with parents help to ensure that all children are secure and build good relationships with practitioners and each other. There are adequate procedures in place to monitor children and ensure that their needs are consistently met. Practitioners support children appropriately, encouraging them to explore and express their views and ideas. This helps develop children's skills and positive attitudes to future learning.

Practitioners act as appropriate role models, showing genuine care and respect for all. They offer children ongoing explanations so that they can begin to understand the consequences of their actions. Children happily share the resources and include others in

their play. For example, older children discuss and develop their role play and readily include the younger children in this. New children settle well as practitioners take time to get to know them, talking with their parents to ensure that they understand their needs and interests.

The environment is effectively set out to offer children an acceptable range of activities and play opportunities that help promote their learning in all areas. Most resources are accessible so that children can make choices about their play. For example, children engaged in a craft activity choose additional resources from a nearby trolley. Children are gaining a secure understanding of safety issues. For example, they learn the safe use of tools and implements, such as scissors and cutlery.

Children's independence is appropriately promoted as they carry out some tasks, such as pouring their own drinks during the session. However, this is not fully promoted at all times. For example, practitioners serve children their tea and pour their drinks for them at this time, thus limiting the opportunities for them to develop further. Similarly, children's understanding of healthy lifestyles is not fully promoted. For example, they wash their hands before eating and have fruit at snack time but do not consistently discuss the relevance of this, limiting their understanding of this area.

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

The manager is experienced and sets appropriate standards for the quality of care offered. The setting adequately evaluates its practice. Practitioners use informal discussions and observations to take into account the views of parents and children and so gain a general overview of the setting's work. Appropriate steps are then taken to make improvements. For example, recent changes include better storage of resources so that children are able to see what is available and make choices about their play. However, information gathered during self-evaluation is not used to the optimum to help to identify and prioritise target areas for improvement.

Effective performance management systems ensure that practitioners are supported in their work and in attending training in order to continue to develop their knowledge. There are appropriate measures for monitoring staff performance. This is done formally through annual appraisals and informally through ongoing observations. The manager works with the voluntary management committee to share information and develop the setting's procedures. They therefore have a clear understanding of each other's roles and responsibilities and can work together to develop the setting's practice.

The setting has information in place to support liaison with other professionals so that they can work together to support children and their families. The effective partnerships with parents mean that children's care is consistent and their development appropriately promoted. Practitioners exchange relevant information with others caring for the children. For example, the setting works with the school so that they are aware of school planning and can offer complementary activities to extend children's learning.

There are clear arrangements for safeguarding children and these are regularly reviewed. The manager and practitioners understand their responsibilities and work in partnership with families and outside agencies. Practitioners have attended training and have a sound understanding of safeguarding issues. The setting has appropriate procedures to ensure the suitability of all practitioners and committee members. Practitioners set out resources each day and take care to ensure that the setting is safe and accessible. They carry out regular risk assessments and daily safety checks to support this area. This helps to ensure that children enjoy their time at the setting and have a positive childcare experience.

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
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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	219233
Local authority	Central Bedfordshire
Inspection number	818144
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	67
Name of provider	Barton Kids Club
Date of previous inspection	30/11/2009
Telephone number	01582 881318

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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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