

Great Broughton Out of School Club

Broughton GM Primary School, Moor Road, Great Broughton, COCKERMOUTH, Cumbria, CA13 0YT

Inspection date	04/12/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		Not Applicable
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 are strong links established between the out of school club and the host school, therefore, information is regularly exchanged and the next steps in children's learning, planned by the school, are followed to support children's individual learning needs.
- The well-resourced and well-organised out of school room supports children's interests and the activities on offer complement their day in school. The happy and relaxed home-from-home atmosphere accompanied by a smooth transition process at the end of the school day helps children settle easily. Consequently, children enjoy their time at the out of school club.
- Children in the early years age range have an appointed key person, who has a secure knowledge of them as individuals. As a result, children's individual care needs are met well and children form secure attachments with the staff who promote their well-being effectively.

It is not yet outstanding because

- Everyday routines, for example, snack time, are not used by staff to help develop children's mathematical understanding and learning and independent self-help skills. As a result, there are missed opportunities to engage the early years children who require support in these areas.

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 children playing in the out of school club room.
- The inspector held discussions with the manager at the beginning of the inspection and with the staff throughout the session.
- The inspector held a meeting with the nominated person, early years teacher, manager and deputy manager of the out of school club.
- The inspector took account of the views of a parent of an early years child attending the out of school club who was spoken to on the day of the inspection.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting, and the documented systems that support the service.

Inspector

Carys Millican

Full Report

Information about the setting

Great Broughton Out of School Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from within the school premises of Broughton Primary School, in Great Broughton, near Cockermouth, Cumbria. It is managed by a limited company by guarantee. The club serves the children attending the school and from the local rural area. It operates from the out of school club room, school hall and associated facilities and there are several enclosed areas available for outdoor play.

The club employs two members of childcare staff who hold appropriate early years qualifications at level 3. The manager is working towards a Foundation Degree. The club is a member of 4Children.

The club opens from Monday to Friday, term time only. Sessions are from 7.35am until 8.50am and 3.15pm to 5.30pm. There are currently 47 children on roll, of whom three are in the early years age group. The club does not provide care for children aged under three-years-old.

What the setting needs to do to improve further

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

- extend children's learning, independence and self-help skills in everyday routines by: creating opportunities for them to problem solve, count, match, sort, and learn about number order, addition and subtraction; enabling children to pour their own drinks and prepare and serve their own snacks.

Inspection judgements

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

Children arrive at the out of school club room full of excitement at the end of their school day. They eagerly tell the staff how they have been practising being a 'King' for the school nativity and 'It's been a busy day'. Children confidently remove their coats, find their coat peg and hang them up with their homework bags. Staff ask the children what they would

like to do. They respond politely saying how they would like to finish off the pictures they have started in school. Children help themselves to the coloured pencils from the labelled drawer and proceed to colour in their picture. They know the layout of the room and as a result easily find what they need. When the rest of the children arrive, the manager makes sure all their names are ticked off on the signing in sheet. She then reads out the children's names and they swiftly reply. These procedures ensure that all the children are safely collected and nobody is missing.

Children are eager and motivated to join in the activities with the other children. They know the routine and excitedly seek out their friends to play in this well-resourced and well-organised playroom. New children attending the setting are warmly welcomed into the club. Staff help them to feel at ease by introducing them to everyone in the room and encouraging them to make friends. This helps support them to gain confidence and develop their social skills. Children have formed friendships and recognise children they play with in the school playground. They are interested and keen to help themselves to the extensive selection of resources that meet their interests. They are creative and use their imagination well. They play on the floor with a selection of cars and spacecraft toys. They sort out the cars and pretend to fly the spacecraft around the room. They enjoy playing with the train track which is set out on a table. They open the drawers underneath to find extra carriages and engines and join them together competently pushing them round and round the track. Staff support children's learning as they play. They challenge them by asking open questions, introducing new words and reinforcing what the children say. As a result, children's communication skills and language development is promoted.

The staff at the out of school club have a good understanding of how children learn. They engage children and capture their interests. They fully recognise that play should be fun, so planning is flexible and influenced by children's interests and ideas. Children are making good progress in their learning and development. This is because they experience a good balance of activities that complement their learning in school. Children's folders contain work sheets for letter recognition and number work, and observation and assessment records. Within these records is information gathered from parents. This includes children's initial starting points and 'All about me' information. A folder containing photographs, observations and assessments completed by the teaching staff is shared daily with the out of school staff. The highlighted next steps in children's learning are followed and incorporated into the out of school activities. For example, educational computer programmes are used to help reinforce counting skills and number recognition with children who require this support. As a result, planning of activities and ongoing involvement in children's play is used well to promote their individual needs and enhance their learning. The close links that are maintained between the out of school club and the school mean that all professionals work together to the benefit of the children.

Children's behaviour is good and practitioners provide consistent support to help children share, take turns and consider others. For example, children are requested to write their names on a list if they wish to use the computers. By doing so they practise their writing skills and also learn that they have to wait till it is their turn. Every child is secure about communicating their needs and confident in stating what they would like to do. For example, Christmas crafts are on offer as the adult-led activity. Children are asked if they would like to take part and if not asked what they would like to do instead. As a result,

children feel valued and respected and learn that their input is important. Children have a good relationship with the staff, who know them well and listen with genuine interest to what they say.

Staff help children with homework tasks and provide a quiet space to work. For example, they listen to the children reading their school reading books while sitting comfortably in the book corner on large colourful cushions. Home-school message books aid good communication between the teaching staff, out of school staff and parents. This benefits children, supporting their learning at the club and at home. A good selection of books are also available that help promote and reinforce children's reading skills. Children are provided with dressing-up clothes and role play materials which supports their imaginative play. Everyday routines, however, are not used by staff to reinforce learning. For example, there are missed opportunities to help reinforce children's mathematical understanding, independence and self-help skills at snack time.

Children's physical development is fostered well. There is provision for children to take part in physical activities both indoors and outside. Outdoors, children access several areas within the school grounds to play ball games, use large apparatus to balance and climb, and explore the natural environment. Indoors, children play parachute games in the school hall and develop skills in music and movement activities. In the warmer summer months, children explore the Eco area in the school grounds and participate in gardening activities.

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

Every early years child attending the out of school club has a key person. This information is displayed on the noticeboard so that parents know who to talk to. Staff are very caring and this is reflected in the calm and relaxed atmosphere created as children play. The staff know all the children attending very well, which helps to ensure that they continually meet all children's needs. Children, therefore, 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 helps to promote their confidence and self-esteem.

This is a welcoming, inclusive club where all children and their families are welcomed and treated with equal concern. Staff know the children well and respect their individuality. They help children to develop a good understanding of their own community and the world around them by celebrating cultural and Christian festivals and events. Children arrive at the club with confidence. Daily routines are familiar to them and this helps them to feel settled, secure and safe. The environment is well organised and well resourced to support children's all-round development and emotional well-being. Effective use is made of the environment and the room is used to provide a range of experiences for all children to promote their individuality and confidence.

Children enjoy healthy snacks, however, they do not help to prepare them. Staff provide a varied selection of fresh fruit which is placed on the table so that children can make

choices about what they eat. Children's independence is not fully promoted because staff pour the children's drinks and set the table for snack time. Children understand the importance of keeping their hands clean and learn good hygiene practices. For example, they all wash their hands and use anti-bacterial hand gel before eating. As a result, they are made aware of good personal hygiene practices and learn how to prevent cross contamination. Children are well behaved. They ask to leave the table when they have finished snack and respond with a 'please' or 'thank you' when asking for something and receiving it. As a result, they are learning good manners and social skills. When children are in need of a rest, they settle themselves in the comfy book corner and sit on the large cushions with a book. Staff are on hand to comfort and reassure when children get tired.

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

Children play in a safe and secure environment. All staff have a good understanding of their responsibility to safeguard children and to keep them safe from harm. The out of school club has a clear, detailed safeguarding policy and the manager is the designated person. She understands her role and will take the lead if concerns about children's safety arise. All staff have undertaken safeguarding training and this is updated on a regular basis. Staff learn about all the out of school club procedures as part of their induction and act accordingly to keep children safe. The security of the premises is good. A door telephone intercom is used by parents to gain entry into the school and it is electronically opened from within the out of school room. Therefore, the procedures for arrival and departure ensure children are handed over safely to a known adult. Risk assessments are completed for all areas accessed by children, therefore, they are kept safe and secure by staff taking action to minimise risks to them. The evacuation procedures are on display and children take part in regular evacuation practises. As a result, they are prepared in case of a real emergency.

Staff review policies and procedures in order to provide a consistent service. All paperwork is in place and is well maintained. Effective staff deployment means that all children are well supervised and supported. Staff use walkie talkies to communicate with each other when either one of them is out of the room. Therefore, they are able to maintain contact at all times. 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 this is seen in their practice. Staff have a good understanding of the provision as they monitor the educational programmes ensuring children have a broad range of experiences throughout each session.

Children benefit from attending an out of school club that is keen to evolve to provide a service that continues to meet their ever-changing needs. For example, recently the parents were sent questionnaires about the service. As a consequence, a newsletter was sent to parents to offer 'split' sessions for children. The management and staff are fully aware of their strengths and areas for improvement. They have clear targets and continually evaluate the service they provide. Staff meetings are held weekly to discuss the planning and activities for the children. By doing so they reflect on what children are

enjoying and how they are meeting children's needs. Regular appraisals, although in the early stages of implementation, support staff development. Training is chosen to reflect staff needs and to build on good practice. This results in well-informed staff, who continuously build on their knowledge. The views and opinions of others are highly valued. School teaching staff praise the out of school staff for the work they do with the children. Parents are very positive about the service the staff provide, saying 'They are great'. Children enjoy coming to the out of school club very much. They are happy and say that the best thing is 'Playing with all their friends'.

Parents and carers are warmly welcomed at the out of school club. They enjoy looking at the photographic display and their children's work creatively displayed on the walls. Parents feel fully involved in their children's learning. They supply information when their children start which helps the staff to meet each child's individual needs. Parents praise the staff for providing such a flexible service and state how particularly supportive they are when younger children first attend. They particularly like the 'Happy and relaxed home-from-home atmosphere' created by the staff for the children. The close relationship between parents and key persons helps to ensure that the settling-in process is successful. Daily discussions between parents and carers, key persons and teaching staff keep everyone informed to ensure children are supported to achieve their full potential.

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	EY445866
Local authority	Cumbria
Inspection number	802577
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	16
Number of children on roll	47
Name of provider	Great Broughton Out of School Club Limited
Date of previous inspection	Not applicable
Telephone number	01900 325993

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

