

# Great Bridge Out of School Club

Toll End Road, TIPTON, West Midlands, DY4 0HP

## Inspection date

05/12/2012

Previous inspection date

01/12/2009

## 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

- This well-established club and staff team provide an interesting and well-equipped environment, which offers varied and creative experiences for all children.
- Staff place a real emphasis on fostering the children's personal, social and emotional development, and consequently, all children are valued and display a strong sense of belonging and enjoy their time at the club.
- Staff encourage all children to be active and creative learners, which ensures all children, including the younger and older children and boys and girls, are fully involved and make good use of what is available.
- Relationships with parents and carers are good and links with the local schools, the children attend, are effective to help support their continuity of care.

### It is not yet outstanding because

- Books are not made easily accessible and the book area does not include an interesting range of story props and visual aids to capture the children's interest.
- Writing materials are not made freely available for children to use at their own leisure during their play.

## 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 playrooms.
- The inspector held meetings with the manager of the provision.  
The inspector looked at children's assessment records, evidence of suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector also took account the views of parents spoken to on the day and information and feedback from parent questionnaires.

## Inspector

Parm Sansoyer

## Full Report

### Information about the setting

Great Bridge Out of School Club opened in 1992. It operates from designated rooms within a community centre building in the Great Bridge area of Sandwell. Children have access to an enclosed outdoor play area.

The club is registered on the Early Years Register and the compulsory and voluntary parts

of the Childcare Register. There are currently 45 children on roll of whom 23 are under eight years and of these two are in the early years age group. Children older than eight years also attend the club. The club is open before and after school during the school term from 7.45am until 8.45am and after school from 3pm until 5.30pm. During school holiday periods the club is open from 7.45am until 5.30pm. Children attend a variety of sessions.

There are six members of staff employed. Of these, three hold a qualification at level 3 in early years or playwork and three are unqualified.

### **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 book area by making the books more easily accessible to all children and by including an interesting range of story props and visual aids to increase their enjoyment
- make readily available a broad range of writing materials for children to use in their play, such as chalk boards and white boards.

### **Inspection judgements**

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

A clear routine and good planning offers children an enjoyable and varied learning experience. They benefit from freely chosen activities which complements their school day well. Staff know the children well and plan effectively for their individual needs, likes and interests, and therefore, all children enjoy their time at the club. All children are included, valued and supported well. For example, girls play with the game consoles and play table tennis and younger children play happily together with the older children, who support them well.

Children are consulted daily about their likes and preferences. For example, on the day staff take feedback from the children about the new addition of pancakes on the menu. In addition children contribute their ideas and thoughts to the 'Suggestion Tree' for further improvements to the club. Staff place an emphasis on providing children with opportunities to socialise. For example, snack time is organised well for children to sit and chat with their friends and discuss their day and share their stories.

Children's communication and language is supported well through purposeful play and interactions. Children spontaneously interact with adults, who engage them well in conversation during their play about what they are doing and how they are feeling. Staff show a genuine interest in what the children say, and therefore, develop a mutual respect for each other. Some children show a keen interest in writing during their play. However, few writing materials are made readily available for them to use at their own leisure, such as pens, note pads, clip boards, chalk boards and white boards. A quiet room with a television and books is also available children make good use of it to relax and watch the television. However, many of the books are not easily accessible as they are stored on a high shelf and it does not include an interesting range of story props and visual aids, to further develop children's fondness for stories and books.

Staff provide good playful opportunities for children to problem solve, count, sort, match and make pattern through a varied range of construction toys and games. For example, children show sustained levels of interest and involvement as they make intricate patterns with beads. Staff provide good opportunities for children to increase their understanding of the world through opportunities to explore, observe and find out about people, places and the environment. For example, children have been planting and caring for potatoes and carrots and regularly prepare foods, such as fruit cocktails and pizzas, and learn about the importance of fresh produce. Children are introduced to a range of cultures through themed activities and learn to respect others customs and beliefs.

Children have daily opportunities to design and to use a range of information and communication technology equipment, including programmable toys and game consoles. For example, children enjoy a wide range of experiences to express their creativity through experiencing a variety of arts and crafts materials, paints, small world toys and role play.

Staff ensure children attending the holiday club benefit from a broad range of creative experiences, such as arts and crafts workshops and physical play opportunities. Children enjoy well-planned visits to places of interest and leisure activities. They also benefit from visitors to the club who deliver a range of workshops, which capture the children interests.

Staff make time at the end of each session so they are available to update parents and carers about what their children have been doing. They also pass on any messages on from school. Parents spoken to during the inspection say they find this approach valuable in keeping them informed daily.

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

The environment both indoors and outdoors is managed well and plays a key role in supporting and extending children's enjoyment and achievement. An effective key person system ensures sensitive staff help children to develop their independence. For example, staff focus on supporting all of the children and in particular, the younger children who may need additional reassurance. Children's personal, social and emotional development is fostered well. All children are fully involved, busy and occupied with the broad range of opportunities on offer to them. Children clearly understand behaviour expectations as they are fully involved in helping identify and discuss agreed codes of behaviour. For example, rules of behaviour are displayed on the board, which children remind each other of during the session.

Staff provide good strategies for helping children to understand the importance of staying safe. For example, children who walk from the local school wear high visibility jackets and clearly understand road safety. In addition topics about 'People who help us' and topics covered in school about safety are continued in the club to reinforce the importance of keeping safe. Regular risk assessments conducted by the staff team ensure the environment is safe, indoors and outdoors, and children are able to move safely and freely.

Staff provide daily opportunities for children to engage in a wide range of physical activities both outdoors and indoors. For example, outdoor play is extremely popular with the children and they use a good range of large and small physical play equipment. In addition, children look forward to a weekly dance and movement and musical physical games session. Children are provided with a snack, which consists of healthy options, such as wholemeal toast and fresh fruits and drinking water is made freely available at all times. Staff and children adopt good hygiene practices to prevent the spread of infection, such as clear hand washing routines and keeping the kitchen area clean and hygienic.

The club has established effective links with the two schools that the children attend in order to fully support their care and education. For example, younger children are collected from inside their classroom which provides a valuable opportunity for information sharing and updates about the children's day and care.

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

The manager has a secure understanding of the learning and development and safeguarding and welfare requirements. Day-to-day management of the club is good. The well-established and experienced staff team work well together and are clear about their roles and responsibilities. There are appropriate systems in place to ensure staff are suitably vetted, qualified and inducted. All the required policies, procedures and records are in place to secure children's safety and welfare. Staff clearly understand and know how to implement the written policies, strategies and procedures in place to ensure the

safeguarding and welfare of children.

The manager is also involved with the care of the children. Therefore, she has a clear understanding of the service offered and overview of the programme of activities and how to further improve the setting. She works alongside staff, and therefore, is in a good position to monitor, supervise and model good practice daily. The views of parents, carers, children and staff are actively sought and acted upon to make changes to the service provided. Consequently, self-evaluation is accurate and realistic and identifies areas for improvement. Good progress has been made since the last inspection and the action and recommendations raised have been fully addressed. For example, the daily record of attendance is consistently maintained and record keeping in relation to risk assessments and practice for checking the ongoing suitability of staff, improved.

There is good partnership working with other agencies, professionals and settings to identify children's needs and help them make progress. Parents and carers spoken to on the day of the inspection were unanimous in their praise for the club. For example, they expressed how the club is well-established in the community and offers a vital service to working parents and praised the support and flexibility the staff team offer. Daily discussion with parents and carers ensures a good two-way flow of information to keep them up-to-date about their children's time at the setting. The use of a notice board, regular letters and displayed policies keeps them up-to-date about the running of the club.

### 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>	255162
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	818488
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 18
<b>Total number of places</b>	36
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Great Bridge Parents Support Network
<b>Date of previous inspection</b>	01/12/2009
<b>Telephone number</b>	0121 439 8086

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

