

# The Bishop Harvey Goodwin After School Club

Bishop Harvey Goodwin School, Harold Street, Currock, Carlisle, Cumbria, CA2 4HA

<b>Inspection date</b>	12/12/2012
Previous inspection date	23/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children are happy, confident and motivated learners who independently seek support from staff who have developed an effective key person system.
- Staff effectively communicate and interact with children during their play, providing a rich learning opportunity for communication and language.
- The well-developed daily checks and policies and procedures which all staff implement effectively ensure that children are kept safe from harm.
- Behaviour expectations are role-modelled well by the staff in the setting, therefore, children show respect and care for one another and demonstrate positive behaviour.

### It is not yet good because

- Observations and assessments of children are not yet fully complimented, therefore, it is difficult to determine where children are in relation to the early learning goals and children's next steps in learning are not clearly identified.
- Opportunities to promote children's physical development are not yet fully in place to encourage children's understanding of the importance of physical activity.
- Records are not fully maintained with regards to criminal record checks and accidents, thus having an impact on children's safety and well-being.

## **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 had a tour around the setting with the registered person.
- The inspector observed two children in the early years age range during the inspection.  
The inspector looked at a range of documentation relating to children and the setting which included children's observation books, policies and procedures and the setting's self-evaluation form.
- The inspector delivered feedback to the registered person and manager of the setting and the deputy head from the host school.

## **Inspector**

Charlotte Bowe

## **Full Report**

### **Information about the setting**

The Bishop Harvey Goodwin After School Club is run by a management committee and was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting operates from the Gold Hall, the Royal Hall and

the Information Technology suite within Bishop Harvey Goodwin School in Currock, Carlisle. Children have access to an extensive outdoor play area and courtyard. The setting is open each weekday from 8am to 9am and from 3.20pm to 6pm during school term times. Children aged between three years and 11 years attend the setting. There are currently 36 children on roll, 17 of whom are in the early years age range. There are seven members of staff who work with the children for various sessions and most of the staff also work in the host school. All staff hold appropriate early years qualifications at level 3 and the manager holds a level 6 qualification.

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

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

- compliment children's developmental progress towards the early learning goals by making regular observations and assessments of children and identifying their next steps in learning
- provide a balance of indoor and outdoor play to support children's physical development
- ensure that the criminal records information clearly records the dates of issue for all staff, and that accident forms are consistently dated and signed by the parents and witnesses.

### **Inspection judgements**

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

Children make satisfactory progress in their learning, given their starting points from the range of planned activities and resources which are provided covering all seven areas of learning. For example, children develop their knowledge of investigation as they are involved in making potions with different materials and are encouraged to make predictions during activities, therefore, children are actively challenged and encouraged to extend their thinking skills. Children develop their mathematical skills by ordering number cards independently and through playing with puppets and dolls, children develop their role-play skills, showing confidence as they pretend play. Children contribute to their learning as staff plan activities based on children's interests and follow themes that they have been involved in during their school day. However, the observations and assessments of children are irregular and do not yet fully compliment children's learning and development towards the early learning goals. Therefore, children's progress and their next steps in learning are not clearly identified.

Children are supported well in their acquisition of communication and language as staff fully engage and effectively communicate with them during their play. For example, when making boats out of construction resources, staff skilfully question children about what they are doing and encourage children to develop their thinking skills by encouraging them to talk about their own experiences. Children are confident when communicating with their peers and during snack time staff encourage children to socially interact with each other providing rich opportunities for children's development of communication and language. An effective key person system ensures that children are happy and settled and have their individual needs suitably met. Engagement with parents ensures that they feel valued and have opportunities to contribute to children's learning through the 'parent voice' and through daily communication with staff at the setting.

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

Children are happy and have formed close relationships with staff at the setting from the well-developed key person systems that are in place. Children benefit from consistency of care as some of the staff at the setting also work within the school during the day, therefore, through close liaison with the teachers of the school, staff clearly know their children well. Children are positively encouraged when engaging in activities. For example, when playing with soft toys children are encouraged to make up stories and games and during snack time children confidently pour their own drinks and spread butter and jam on crackers independently. As a result, children develop their confidence and independence skills

A well-organised learning environment ensures that children can freely access activities of their choosing through a balance of adult-led and child-initiated activities. However, activities to promote children's physical development are less available to children as they do not always access the outdoor environment or have opportunities to exercise indoors, therefore, children's awareness of adopting healthy lifestyles is limited. The staff are good role models within the setting and use a range of sensitive and age appropriate techniques to ensure that children develop an awareness of the rules and boundaries within the setting. For example, children are encouraged not to shout out when others are talking which ensures that children are well mannered and demonstrate positive behaviour. Children are kept safe in the setting through the 'daily sweeps' that ensure the environment is clean and accessible. Staff are fully aware of the policies and procedures in place that are effectively implemented and regularly reviewed. All areas are suitably risk assessed enabling children to feel safe and secure.

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

Staff have a satisfactory awareness of the early years foundation stage and are suitably knowledgeable in promoting children's learning and development across all seven areas of learning. Planned activities are challenging and take into account children's individual interests, often following on from the activities that they have been involved in during their day at school. However, children are not regularly observed or assessed and

therefore, their progress towards the early learning goals and next steps in learning are not clearly identified. Staff have an understanding of their responsibilities for safeguarding children and know the procedure to follow should they have a concern. The required documentation is in place and generally suitably maintained. However, the records of information relating to criminal record checks do not detail the date of issue and accident records of children are not consistently dated or signed by the parent or witness. As a result, children's safety and well-being is compromised.

Self-evaluation is well embedded within the setting and managers and leaders are committed to continuous improvement. The strengths and weaknesses of the setting have been clearly identified and improvement plans are clear in how they will improve the service. Parents and children have opportunities to contribute through the 'parent and children's voice' system that is in place, therefore demonstrating that their views and opinions are valued. Staff are committed to improving their knowledge and skills and regularly attend training events, such as, creativity and storytelling to develop new ideas in order to enhance the setting and raise outcomes for children. Relationships with parents are positive and parents report that they are happy with the setting. Parents views and opinions are valued and they have opportunities to share information about their child on a regular basis through effective daily communication.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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>	EY255018
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	877528
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	36
<b>Name of provider</b>	The Bishop Harvey Goodwin School
<b>Date of previous inspection</b>	23/06/2011
<b>Telephone number</b>	01228607522 07940042790

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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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