

# Bitterne Park After School Club

Bitterne Park Baptist Church, Southampton, Hampshire, SO18 1PH

<b>Inspection date</b>	29/01/2013
Previous inspection date	21/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- The staff team have formed good links with schools ensuring consistency with children's learning and care requirements.
- The staff team has a strong focus on safety helping children to learn the skills to manage their own safety independently.
- The setting have successfully addressed recommendations and actions raised at the last inspection. This brings about improved outcomes for the children.
- The staff team know the children and their individual interests well. This enables staff to organise the environment to effectively meet their needs.

### It is not yet outstanding because

- The staff team miss some opportunities to fully promote children's learning. For example, during mealtimes, practitioners do not extend children's learning by discussing with them the health benefits the food and drink has upon their bodies.
- Self evaluation and continuous improvement systems do not consistently incorporate children's and parents' views.

## 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 main room, kitchen, art room and church hall.
- The inspector looked at documentation and children's individual learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed the self-evaluation documentation.

## Inspector

Heidi Abernethy

## Full Report

### Information about the setting

Bitterne Park After School Club registered in 2011. The club operates from a local church in Bitterne Park, Southampton. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club currently have four children on roll within the early year's age range. Children have use of one large room, a smaller room and the use of the Church hall. A secure area is available for outdoor play.

The breakfast club is open from 7.40am until 9am and the after school club opens from 3.15pm until 6pm each weekday during school term-time only. A holiday club runs from 8am to 6pm during school holidays and inset days. The club collects children from Bitterne Park Infant and Junior Schools and St Deny's Infant and Junior Schools. There are four members staff employed to work with children and two volunteers. Of these, three hold relevant childcare qualifications and one is currently training.

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

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

- extend further the monitoring systems to involve children and parents, with a particular regard to plans for improving the outdoor provision
- provide further discussion during mealtimes to help children to learn further about the health benefits food and drink have on their bodies.

### **Inspection judgements**

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

The after school club staff demonstrate a secure understanding about the requirements of the Early Years Foundation Stage. They have developed good links with the schools children attend. These links help them to obtain good information about children's learning and enables them to compliment this learning well. For example, the club have created high-quality resources to enable children to form letter shapes and say letter sounds.

Staff members know the children and their interests well. They set up resources in advance relating to these interests. This enables young children to settle quickly on arrival to the club. Parents are happy with the learning provision and are pleased the team help continue children's learning from school. In addition, parents welcome the support staff members give their children with their reading books and homework.

Children's personal, social and emotional development is fostered well by staff. They are all greeted warmly by staff members who acknowledge them using their first names. Staff members actively listen and respond to what children tell them about their school day. This interaction helps children to feel valued, promotes their self esteem and enhances their communication and language skills.

Children play well with their peers demonstrating good sharing and turn taking. They have

fun playing a game where they describe to each other different facial features of the character they have. The member of staff sits close, talking with the children about the differences and similarities found within the features. This helps children to learn about the differences and similarities of themselves and those around them.

Children have the use of the church hall where they can play different sports and exercise their bodies. Older children play well alongside the younger children and act as good role models. Younger children enjoy copying what the older children are doing, such as kicking and dribbling the football.

Children have a variety of opportunities to explore arts and crafts. They create paintings giving meanings to their pictures. Staff members sit close by, asking open questions about what the children have painted. This generates lots of discussion and extends children's communication and language skills.

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

The club have created a key person system, which benefits the children and their families. This key person liaises closely with the school to seek information about the children's individual care and learning requirements. This contact enables the staff to continue and consolidate children's learning and support any care requirements. Children appear happy and content when they arrive and strong relationships have been formed with the staff.

The staff team use consistent behavioural rules gently reminding children of these. For example, children are reminded to walk inside because if they run they could fall and hurt themselves. Children are given good opportunities to manage their own safety on the walk from school to the setting. The staff team use a safety rope and fluorescent jackets for the younger children. This helps the staff to keep the children all together and the jackets enable drivers to clearly see the children. In addition, staff members talk to children about staying close to the edge of the path furthest away from the road. Children are informed about the purpose of the lollipop person and are encouraged to look and listen before they cross the road. These good teaching methods equip children with the tools to manage their own safety in the future.

Children enjoy a healthy tea of cheesy pasta and a pot of attractively presented fruit. They enjoy the social interaction of sitting together and there is a happy buzz of chatter and laughter at this time. Although the staff members supervise this time well, some opportunities are missed to talk to the children about what health benefits the food and drink provides for their bodies. Children enjoy moving their bodies as they make up dance routines to their favourite pop artist's songs.

Children are able to freely choose from age and developmental stage appropriate resources. They develop their independence as they select resources from low-level storage. The staff team plan the environment well in advance to ensure different activities are offered around the room. This provides children with a variety of activities to keep

them interested and stimulated.

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

The staff team have all attended recent training giving them a secure understanding in how to meet the learning and development requirements. The manager has worked well with the team to ensure communications with local schools are developed. These communications enable the setting to continue and consolidate children's learning from their school environment. This in turn ensures consistency is achieved, improving the outcomes for the children.

The staff team demonstrate a good understanding about safeguarding. They show a secure knowledge about possible signs and symptoms of abuse and/or neglect. Policies and other important information are shared with staff at monthly team meetings. This ensures the staff team are all fully informed and are working consistently to provide good provision for the children.

The staff team have made lots of improvements since the last inspection, successfully taking positive action to meet past recommendations and actions. However, the manager has not yet fully taken into account the views of children and their parents to help her recognise other areas for future improvement. The club have a variety of resources for children to use outside. However, on the day of the inspection, the outside area was not used. The club have not yet incorporated into the self evaluation process plans to fully develop the use of the outside area. The manager has started to conduct appraisals with staff to enable her to identify strengths and areas for development.

The staff team communicate verbally with parents at the end of the day. They share messages from the school to the parents, and vice versa. This sharing of information ensures consistency is achieved for the children. The setting displays important information for parents on the notice board. Parents are able to access policies from the folder in the foyer area. This ensures that they are kept well informed.

### **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

<b>Unique reference number</b>	EY435711
<b>Local authority</b>	Southampton
<b>Inspection number</b>	784058

**Type of provision**

<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 15
<b>Total number of places</b>	30
<b>Number of children on roll</b>	4
<b>Name of provider</b>	Tracy Ann Totten
<b>Date of previous inspection</b>	21/02/2012
<b>Telephone number</b>	07743517930

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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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