

# Footprints Out Of School Care

Bedale Centre, Bedale Drive, BRADFORD, West Yorkshire, BD6 3ST

## Inspection date

Previous inspection date

06/02/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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 familiar to the setting, helping them to be relaxed, happy and enjoy their time at the out of school club.
- Staff are developing a good knowledge of the children who attend. This helps ensure each child makes satisfactory progress in their learning and development.
- The key person helps children form secure attachments and promotes their overall well-being efficiently.

### It is not yet good because

- The monitoring and evaluation of how children play and learn is not precise enough, leading to gaps in the challenge and range of play opportunities offered to children.
- Self-evaluation is not used well enough to demonstrate how the setting drive quality improvement.
- There is greater scope for children to use the outdoor areas during the winter months, to pursue their own interests.
- Partnerships with local schools are not fully developed and therefore the setting does not clearly show how children's learning is enhanced.

## 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 held meetings with the manager and spoke to staff during the inspection. The inspector also spoke to one parent.
- The inspector observed children at play in the after school room and associated facilities.
- The inspector scrutinised documentation including safeguarding policies, tracking documentation, safety records and samples of planning and assessment.

## Inspector

Shazaad Arshad

## Full Report

### Information about the setting

Footprints Out of School Care was registered in 2012. It is located on the site of the Bedale Centre in Buttershaw, Bradford. The setting operates from 2.45pm to 6pm each weekday and closes during public holidays. It operates from a dedicated out of school playroom, community room and adjoining kitchens within the Bedale Centre. The setting has free-flow outside play areas, including garden spaces. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 40 children on roll, seven of whom are in the early

years age group.

The childcare manager of Footprints Day Nursery oversees the overall management of the after school setting. There are four staff employed to work in the setting; three of these hold appropriate early years qualifications. The setting receives support from the local authority play team and recreational services.

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

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

- improve the use of observations and assessments to consistently take into account each child's progress by considering their age and stage of development and using this information to plan and shape challenging learning experiences for each child
- extend the two-way flow of information with the school's that the children attend. For example, share information about how children are developing and use this knowledge to complement their learning in the setting, in order to meet their needs.

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

- develop rigorous self-evaluation in order to promote continuous improvement that supports children's achievements over time
- extend opportunities for children to access resources to use outdoors and to enable children to make independent and free choices about their play.

### **Inspection judgements**

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

The out of school provision provides a relaxed atmosphere, enabling children to settle quickly to their chosen play activity. Staff have a developing knowledge and understanding of the revised Statutory Framework for the Early Years Foundation Stage. Overall this knowledge is used satisfactorily by staff to plan activities to meet children's age and ability. However, staff do not clearly evaluate through observation, how children's learning can be complemented and enhanced after school. This impacts on ensuring that accurate and appropriate challenge is offered to younger children, in order that they are able to make better than satisfactory progress.

Children make suitable progress in their learning and development and, overall, use the

mostly accessible range of resources appropriately to support their play. For example, they use the different activity tables to lead their own play around painting and construction. They enjoy the role play area and young children pretend they are superheroes, taking on defined roles. They enjoy their play with their peers and there is balanced intervention from adults. Children also manipulate and handle a range of tools and construction items in safety and are confident to ask for assistance. For example, children ask adults to support one end of the construction blocks as they attempt to build at a higher level. Consequently, children are developing sound social skills and adults support their emotional well-being. Resources are generally well organised with children being able to select from a wide range of resources, games and reading materials. Indoor physical play opportunities allow children to practise their skills in crawling, catching, running, hand-eye coordination and teamwork through parachute group games. There is, however, further scope for children to pursue their play interests outdoors during the winter months, which is currently more limited.

Children's communication skills are fostered well through play and in general, discussion with each other and the adults at the provision. Staff take time for children to sit together at tea time, for example, to enable all children to talk about their day. This is a positive experience as all children have an opportunity to share their day with one another. Children show an interest and listen and as a result, develop positive self-esteem and confidence. Young children particularly enjoy interacting with older children, who show care and concern for their well-being. For example, when a younger child falls over, they ask if they are hurt.

Parents and carers share informal feedback each day about children's care needs and discuss what children have taken part in during the session. In addition, messages from school are passed on to keep parents satisfactorily informed about any relevant information. The setting has been operational at the new site for a few months and have developing plans in place around building partnerships with the nine schools they work with. At present the transition partnership with the schools is not fully developed and impacts on providing and identifying tailored support to children in the early years age range.

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

Children are developing their confidence and are happy and settled in this welcoming club. They enjoy warm relationships with the key staff that care for them and children are forming firm friendships. This enables children to enjoy their play activities as they readily include each other in their play. Staff are friendly and approachable and positive role models. They support children sufficiently in their activities and ensure that there is an appropriate balance of adult-led and child-initiated play. The key person system is developing and staff ensure sufficient support for younger children. For example, staff play alongside them with board games and in writing activities. Children behave well and show good consideration for others during their play and the daily routines. They take responsibility in the club by helping to sweep up and clear away activities. Children use the bathrooms on their own and are encouraged to help prepare activity games. Consequently, staff are promoting their independence and the children's sense of

achievement. Children learn how to play safely as staff supervise their activities and all aspects of the premises are safe and maintained well. They understand the need for effective hygiene routines and thoroughly enjoy the well-organised teatime snack. This offers children the opportunity to be independent as they make their own choices of a vegetarian snack or main snack. Staff are fully aware of children's allergies and medical needs and ensure all children enjoy a wide variety of food. Snack times are enjoyable and offer opportunities for children to chat and socialise with one another. They eagerly discuss their food preferences which promotes their understanding of healthy eating and their communication skills.

The setting is generally well resourced. However, children do not always have enough opportunity to be physically active and enjoy fresh air. In the winter they have less frequent opportunities to engage in physical activity. This hinders the progress they make in their physical control and coordination and impacts on their health and well-being.

Children select and choose their own activities and enjoy the responsibility of carrying out small tasks, such as tidying up toys and helping to prepare the activity area. This demonstrates they are learning skills for the future. They develop some self-care skills, for example, as they put on their own coats before leaving the setting. Staff help develop children's awareness of safe practices. For example, they regularly take part in fire evacuation drills. This develops their understanding of procedures to follow in the event of a fire. Care arrangements are discussed at the start of any placement and staff ensure that they work closely with parents around the children's individual care needs. For example, dietary needs are recorded to provide children with foods in accordance with their religion. This helps children to settle comfortably into the club and promotes their well-being.

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

Staff are satisfactorily supported in their roles through appraisals and access to regular training and some professional development opportunities. They are positive role models and form caring and warm relationships with the children. Staff promote children's safety through the sound risk assessments to ensure the premises and school collection is safe and secure. Staff understand their responsibilities to safeguard the children in their care. All staff are vetted prior to working with children and complete safeguarding children training. They complete an induction when they commence employment, which ensures they quickly become familiar with their responsibilities and the organisation of the club.

Staff are aware of the procedures to take should they have a concern about a child. Most staff have completed first aid training and keep themselves up-to-date with any child who has a particular medical need or dietary requirement, to ensure they can meet their needs. The large noticeboard displays information so that parents are informed about the policies and procedures which support their child's health, safety and well-being. Staff have a sound understanding of the Statutory Framework for the Early Years Foundation Stage. However, the use of observations and assessments to compliment and enhance children's learning, is not yet fully effective.

Staff are in the early stages of beginning to identify their strengths and areas for improvement. However, self-evaluation lacks rigour and is not yet fully effective in supporting ongoing improvements to the provision for children and their families. Management and staff welcome the support from their local early years advisors to improve the service they provide. For example, staff are working closely with local authority play teams and recreational support services. This ensures the setting is striving for continual improvement, aimed at improving the quality of play, care and education children receive.

Overall there are sound relationships in place with parents and carers whose children attend the setting and with the schools the children attend. However, the two-way flow of information with the schools is not robust enough to ensure that children's changing needs are effectively met, in order to support, complement and enhance future learning.

### 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>	EY451585
<b>Local authority</b>	Bradford
<b>Inspection number</b>	881542
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Buttershaw Christian Family Centre Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01274690262

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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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Piccadilly Gate  
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