

Brindle Gregson Lane Out of School Club

Brindle Gregson Lane Primary School, Bournes Row, Hoghton, PRESTON, PR5 0DR

Inspection date	07/03/2013
Previous inspection date	11/02/2009

The quality and standards of the early years provision	This inspection:	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

- Relationships between staff and children are relaxed, positive and supportive, consequently, children are able to feel safe, confident and settled at the club. They demonstrate good behaviour and play well together.
- Children benefit from time and space to enjoy energetic play daily. They know the importance of physical exercise and a healthy diet in maintaining a healthy life-style.
- Staff make good use of opportunities to develop children's understanding and skills in mathematics. Therefore, children often count, add and subtract numbers as they play.

It is not yet good because

- The monitoring and reviewing of practice is not strong enough to identify where specific legal requirements are not fully met. In particular, a key person has not been assigned to help each child. Self-evaluation is not robust enough to identify all areas for development, such as the consistency of record keeping.
- There are no cosy areas for children to relax and talk with each other or read. Books are not always accessible to help develop children's interest in reading and awareness of differences between themselves and others.
- Some creative activities do not allow children sufficient scope to express their own ideas freely.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 school hall and playground.
- The inspector discussed staff details, children's records, planning and policies.
- The inspector spoke with one of the registered providers, the manager, individual staff and children at appropriate times throughout the observations.
- The inspector took account of the views of children, parents and carers spoken to on the day.

Inspector

Lynne Naylor

Full Report

Information about the setting

Brindle Gregson Lane Out of School Club was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Brindle Gregson Lane Primary School in Hoghton, Preston and is managed by Discovery Vine Limited. The club serves the host school. It operates from the school hall and there is a fully enclosed area available for outdoor play.

The club employs five members of childcare staff, of these, three hold appropriate early years qualifications at level 3. The club opens Monday to Friday from 7.30am to 8.30am and from 3pm to 6pm during school term time. There are 61 children on roll, of whom 18 are within the early years age group.

What the setting needs to do to improve further

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

- ensure that records are easily accessible and available
- ensure each child has a key person to offer a settled relationship and to build a relationship with parents.

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

- develop systems for self-evaluation by using monitoring, analysis and self-challenge effectively, in order to promote continuous improvement and raise children's achievements over time
- improve the accessibility of books, so children can access them independently, to enhance their enjoyment and appreciation of books and to raise their awareness of similarities and differences between themselves and others
- create cosy spaces or areas in which children can sit and chat with friends
- support children to find their own ways to represent and develop their creativity by, for example, providing pictures, paintings, poems, music, dance and story to spark their creative ideas.

Inspection judgements

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

Children play with a suitable range of good quality equipment that generally captures their interest and holds their attention. They make some choices about what they play with because they decide, at each session, which toys are placed on the three floor mats. Children also choose whether to play inside or outside. Their physical development is well promoted, indoors and outdoors. They deftly join together small pieces of construction set to make models. They use a range of small tools, such as scissors, which develop their finger skills. Sometimes they enjoy adult-led activities, such as finger knitting. Children's mathematical skills are supported well and children increase their number skills as they play board games involving dice and counting money. While outdoors, they count as they play hopscotch and snakes and ladders.

Staff play alongside children, offer guidance and help them to solve problems and acquire new skills. They effectively foster children's speaking and listening skills as they encourage children to talk to each other as they play. Staff and children chat about school events, such as what they will wear for 'World book day'. However, staff do not create cosy spaces in which children can sit and chat with friends. Books are not always accessible to help build upon children's interest in early reading, and develop an interest and appreciation of books.

Over time, a range of activities cover all the areas of learning and generally have sufficient challenge to help all children make sound progress. Children freely access a sufficient range of activities to promote their skills in communication and language and in their physical, personal, social and emotional development. However, opportunities for children to use their imagination and develop their own creative ideas are not so well supported. Art and craft tables are always set out and children are keen to use the materials in these areas. A good range of pens, pencils and crayons are also freely available with some paper. Colouring-in sheets are also provided by staff with pictures that match the theme, for instance, different sea creatures for the 'Under the sea' theme. Staff provide ideas for craft activities that match the themes children have chosen. Pictures displayed on the wall show children follow staff suggestions to make sea animals from finger prints in paint. In addition, a range of craft activities are planned according to calendar events. Children develop their dexterity as they decorate photograph frames for Mother's Day. They enjoy making cards and refine their writing skills as they write messages in them. However, there are no resources to spark children's own interest, such as photographs, reference books, real life objects and music. Therefore, children do not use their own imagination to create artwork.

The club and host school closely link as some club staff work with the children during school hours. Where gaps in children's learning are identified by their teacher or parent, staff at the club help to close that gap. These information exchanges ensure continuity in children's learning. Therefore, the club complements the learning that takes place in the host school where children spend most of their time. Parents and carers verbally share information with staff each day about children's care needs and discuss what children

have taken part in during the session. Parents regularly see records of their children's progress and scrapbooks.

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

Each child does not yet have a key person to help them become familiar with the club or build a relationship with their parents. This is a breach of a specific legal requirement of the Early Years Foundation Stage. However, children form close relationships with caring staff that as a team, carefully monitor their welfare and care needs. Children are reasonably well prepared for their moves between school and the club. Staff make and follow plans to support individual children who find the transitions difficult. Older children care for and support younger children and all of them develop a secure understanding of acceptable behaviour. Children behave very well and their personal, social and emotional skills develop steadily through the relationships they forge with each other.

Indoors, children operate with some independence. They help themselves to healthy food items from the snack table, such as, toasted bagels, fruit and vegetables. Staff give suitable priority to the safety of children and children comply with safety routines and follow appropriate hygiene practices. Children know why they routinely apply antibacterial gel to their hands before handling food. Staff are aware of children's health requirements, allergies, special dietary needs and their food preferences. Children sometimes help to prepare food, for example, they design and then make their own pizzas. They also enjoy a range of other cooking activities, which enable them to develop a sound understanding how to use kitchen tools safely and manage risks.

Children's physical development is well promoted and they develop positive attitudes to exercise. Outdoors, they exercise vigorously as they run and play football. They develop good balance as they walk steadily across fixed 'adventure trail' equipment. Children develop dexterity and good hand to eye coordination through handling and joining small pieces in construction sets.

Children broaden their cultural awareness by sharing family customs, through tasting foods and craft activities, and being involved in activities related to the celebrations of others. They taste noodles at Chinese New Year and pancakes on Shrove Tuesday. There are some books, which reflect positive images of culture and disability; however, these are not always brought out of the cupboard. Therefore, full use is not made of these to promote and value children's awareness of similarities and differences.

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

The providers and manager of the club understand their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager is recently promoted and recognises some of the club's strengths and weaknesses. She seeks the views of children and takes account of any views expressed by parents. However, there is a lack of secure monitoring and analysis of practice and no method for

ensuring that any identified areas for change are successfully implemented. As a result, self-evaluation is not yet fully effective in ensuring that all specific legal requirements are fully met, or in driving forward improvements that will raise the overall quality of the setting. Actions and recommendations from the previous inspection have mainly been suitably addressed. For example, children now improve their physical skills on a daily basis as they have opportunities to be active outdoors every day. There is an appropriate plan to widen the range of outdoor activities to include other learning opportunities. For example, to increase children's understanding of the world through planting and growing vegetables. Some multi-cultural dressing up clothes have been purchased and some books contain positive images of culture, gender and disability. However, these are not always available to the children.

Although, there is currently no adverse impact on the children's safety and welfare, some required records are not easily accessible. As a result, a requirement is not met. The issue of accessible record keeping has not been fully addressed following the previous inspection and the company are not monitoring this effectively. Records of the information used to demonstrate that all staff are suitable to work with children are kept by the main company office. Some useful forms have been devised by the company to enable required information to be available onsite, but these have not been effectively implemented at this club. On the other hand, in practice, staff closely monitor children to keep them safe. The premises and outside area are securely maintained and the arrival of any visitor is carefully checked. The hall used by the children is well organised to allow them to move around the premises freely and safely. Staff have a sound awareness of child protection gained through regularly attending safeguarding training. They demonstrate a clear knowledge of the indicators of abuse and how to work with other agencies.

The manager meets weekly with the managers of the company's other out-of-school clubs to share ideas for activities and discuss any childcare related issues. Supervision and appraisals of staff are beginning to identify any specific training needs. As a result, arrangements for helping staff to extend their knowledge, understanding and practice are being developed in order to raise children's levels of achievement. Staff generally work well with parents and external agencies to meet the diverse needs of the children, so that most of them who need it, receive appropriate interventions and support. Relationships with parents are sociable. Parents are warmly welcomed, as all staff are fully committed to working in partnership with them. Parents, who expressed a view at the inspection, speak very positively about the staff. They comment on the 'welcoming and relaxed atmosphere'.

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 action. 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	EY379873
Local authority	Lancashire
Inspection number	821519
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	30
Number of children on roll	61
Name of provider	Discovery Vine Ltd
Date of previous inspection	11/02/2009
Telephone number	01772 731808

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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, which are usually the childminder's 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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