

Busy Kids after School Club

The Annex, St George's Hall, Andover Road, Newbury, Berkshire, RG14 6NU

Inspection date	14/03/2013
Previous inspection date	17/06/2009

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

- Children are active learners as their communication and language skills are skilfully developed. As a result, they are competent talkers and are suitably developing their vocabulary and language structures.
- Children are well motivated and eager to learn. They show good levels of independence, curiosity and imagination. They demonstrate consistently positive behaviour and a willingness to support their peers.
- Children have room to move and explore as their physical skills are well developed. They confidently and safely play group activities while learning the importance of physical exercise.

It is not yet outstanding because

- Staff do not always record details of children's next steps that they have gained from their tracking systems, or fully use this information to extend their learning and development towards the early learning goals.

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 compulsory part 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 setting.
- The inspector completed a joint observation with the manager of the setting on a group of children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector sampled a representative range of relevant documentation. This included children's learning records, activity plans and staff development records.
- The inspector held meetings with the manager and staff.

Inspector

Charlotte Eavis

Full Report

Information about the setting

Busy Kids After School Club registered in 2000. It operates from two separate buildings on the site of St George's Church in Newbury, Berkshire. The main area used is St George's Hall and the second area is the church annexe. The club is used by the children who attend Falkland Primary School, which is adjacent to the club. The club is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 71 children aged from four to 11 years on roll. Children attend for a variety of sessions. The club supports children with special educational needs and/or disabilities. The club opens each weekday during term time, for three weeks during the summer, one week during the Easter break and on occasional days during the half terms. The club also, on occasion, opens to cover teacher training days. Sessions are from 8am to 9am and 3:15pm to 6pm and, during the holidays and inset days, from 8:30am to 5:30pm. The manager holds a recognised early years qualification at level 3 and four other staff hold recognised qualifications in childcare.

What the setting needs to do to improve further

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

- strengthen the systems used to record each child's next steps; and use this information to plan appropriate challenges to extend the children's learning and development.

Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage and how children learn. They plan a stimulating learning programme to engage and motivate the children. Staff gain information from children and parents through discussion and initial assessments to help them support and meet each child's specific needs and interests. Staff observe children on a regular basis and use this information to track children's progress. However, they do not always fully record the information gained about each child to enable them to plan and provide further challenges. This has an impact on how effectively they support children's next steps for learning. Staff encourage children to put their ideas and interests forward in order to inform planning so it reflects their wishes. As a result, children fully engage in their play and make good progress in all areas of learning, in relation to their starting points.

Staff organise the club well to make sure children have space to play and develop a range

of physical skills. For example, children show good control and coordination while playing team games such as tag and football. They follow instructions well and express themselves effectively. As a result children take control and successfully engage in their play. Children confidently move around the club and seek staff out when needed. Staff encourage children to participate in show and tell. This, in turn, supports children's acquisition of communication and language skills and enhances their personal, social and emotional development. Consequently, children are developing the key skills needed for the next stage of their learning and development.

Children are happy to come to the club and are eager to play. Staff are very friendly and they are happy to join in with children's play, providing good teaching to encourage children's skills and learning through play. There is a good balance of child and adult-led activities and children are able to make independent choices about where and who they play with. Consequently, children have fun and look forward to their time at the club. Parents benefit from a robust key person system, which helps support individualised care and learning for their child. They use the feedback book to comment on 'how happy and content' their children are at the club.

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

Children establish good relationships with staff and feel happy, safe, and secure in the friendly environment. Children settle quickly into the routine of the club, helped by an effective key person system. Children benefit from eating healthy snacks, including apple, watermelon and strawberries, which they serve themselves. This supports their healthy diets and promotes their independence. Staff encourage children to manage their own personal care needs and children help themselves to drinking water after playing football, learning that this supports a healthy lifestyle.

Staff are good role models for children and deploy themselves well, allowing children time and space to explore and develop their play in a safe environment. Staff respect children and allow them opportunities to express themselves in order that they get the best from the club. Children build good relationships with each other and demonstrate acceptable behaviour. Staff make sure that there is a good range of resources for children to choose from, to support their learning through play. Children are able to make their own decisions regarding their play and the activities they would like to join in with. As a result, children actively engage in fun activities at all times, gain confidence and develop high levels of self-esteem.

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

The manager and staff team have a strong commitment to providing high quality provision to all children. The leadership and management of the club are good and staff have a secure understanding of how children learn. Staff are aware of the steps to follow if they have a concern regarding the safeguarding of children. All staff have undertaken

appropriate training and have accurate knowledge and understanding of safeguarding procedures. As a result, children are able to feel safe and secure.

Recruitment procedures are robust and systems are in place to help ensure staff are suitably checked for their role to work with children. Staff promote children's welfare regarding their health because staff complete training for children with food allergies. In addition they make certain these children have their snack first, to reduce possible risks of cross-contamination from different food. Staff appropriately maintain records of accidents and incidents that have occurred at the club. They keep parents informed about any issues affecting their child's welfare, as part of their good partnership working. Staff complete daily risk assessments to help protect children's safety while at the club.

The club involves all staff in driving improvement in the outcomes for children. They also seek the views of parents and children to inform future development plans for the club. These plans build on the current successes of the club and are firmly based on improving children's learning and development. For example, planning sheets are currently under review to help staff to ensure all children have planned activities on a weekly basis. Performance management is good and staff regularly meet with the manager to identify areas for development and further training. This supports their drive for improvement in the overall outcomes for children.

Partnerships with the feeder school are good and teachers regularly visit the club to inform key persons of progress children are making at school. The use of 'Dave the Dragon' a puppet at both the school and in the club helps children to settle quickly. Daily communication with the school enables the staff to easily pass on relevant information to parents at the end of the day, to support continuity of care. Parents are welcomed into the club and make a strong contribution to their children's learning.

The Childcare Register

The requirements for the compulsory 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 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	EY225456
Local authority	West Berkshire (Newbury)
Inspection number	845678
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	38
Number of children on roll	71
Name of provider	Busy Kids After School Club
Date of previous inspection	17/06/2009
Telephone number	07795 633443

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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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