

S4YC @ Burton Bishop Wilson

Bishop Wilson C of E Primary School, Puddington Lane, Burton, NESTON, CH64 5SE

Inspection date

Previous inspection date

08/03/2013

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

- The club is welcoming and relaxed, with a suitable range of activities on offer to support children's development. Children enjoy positive relationships with the staff and they form friendships with each other.
- Children enjoy preparing their own healthy snacks and they also benefit from participating in various sporting activities, such as football, dance and dodge ball. This contributes to their physical health and well-being.
- Effective communication with parents and the children's teachers successfully promotes consistency in the children's care and learning.

It is not yet good because

- There are minor breaches in legal requirements relating to the accessibility of records and notifying Ofsted of changes, which have minimal impact on children's safety.
- When sporting activities are not taking place, children are not always encouraged to play outside, which means they are not consistently learning about the importance of fresh air and exercise.
- Self-evaluation is largely undertaken by senior managers, which means children, parents and staff are not yet fully involved in reviewing practice and identifying targets for improvement.

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.
- The inspector spoke with the children, staff and held discussions with the manager and area manager.
- The inspector looked at children's assessment records, sampled policies and reviewed a range of other relevant documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Jan Linsdell

Full Report

Information about the setting

S4YC @ Burton Bishop Wilson was registered in 2012. The out of school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Bishop Wilson Church of England Primary School in Burton, Wirral, and is one of 11 clubs managed by a limited company. The club serves children attending the host school. It operates from the school hall, a designated classroom and the school grounds for outdoor play.

The club employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 3.

The club opens Monday to Friday during school term time. Sessions are from 7.45am until 8.50am and from 3.10pm until 6pm. Children attend for a variety of sessions. There are currently three children attending who are in the early years age group. The club supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- notify Ofsted that a new manager has been appointed
- ensure that all required records, such as evidence of staff suitability and qualifications are easily accessible and available for inspection.

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

- place more emphasis on encouraging children to play outside, particularly when sporting activities are not taking place, so that they receive consistent messages about the importance of physical exercise
- develop a more robust system for self-evaluation, which includes the views of staff, children and parents, in order to inform the club's priorities and set challenging targets for improvement.

Inspection judgements

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

The manager takes responsibility for children in the early years age range. She demonstrates a satisfactory understanding of the learning and development requirements and she is supporting staff to develop their understanding. Relevant information is gathered from parents about the children's individual needs and interests, which helps staff to understand their preferences and abilities. Planning incorporates different themes, sporting activities and seasonal events, but there is less emphasis on planning outdoor play each day, to consistently promote children's physical development. Staff make observations of children and use this information to track children's progress which is linked to the Development Matters in the Early Years Foundation Stage. This indicates that children are showing typical development for their age and are making progress given their starting points and capabilities.

Staff organise space and resources appropriately, so that children can move around freely and make independent choices in their play. They play alongside the children most of the time, offering positive encouragement and asking appropriate questions. This helps to engage children in conversations and promote their communication skills. Staff make suggestions about activities and encourage children to play with different board games, which helps to foster their mathematical and problem-solving skills. They show interest in children's paintings, encouraging them to share their ideas and explain what their picture represents.

Children practise their skipping skills and challenge themselves to skip backwards. They learn to recognise changes in their body after exercise, for instance, when they tell staff they feel hot. Staff help children who speak English as an additional language with their spelling and their pronunciation of words. They encourage children to read books and they help them to recognise letters and sounds when reading labels, which supports their literacy skills.

Staff work well in partnership with parents and the children's teachers, and effective communication helps to maintain a consistent approach to children's care and learning. Staff relay messages from school to home and the manager completes 'wow sheets' to include in the children's school assessment record. Parents are kept informed about their children's progress through daily verbal feedback and access to children's developmental records.

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

Children who attend the club also attend the host school; therefore they are familiar and comfortable in their surroundings. Relationships between staff and children are friendly and positive. The manager is the key person to children in the early years age range and this works well in helping children to settle in and make a smooth transition into the club. Children show their attachments to staff and each other, for example, when they eagerly

share sweets from their birthday. Staff show interest in the children's day at school and offer lots of praise when children show the mother's day card that they have made. This helps children to feel confident and proud of their achievements.

Older children confidently explain some of the safety rules in place and they know they have to 'follow the green man signs' if there was a fire. Staff ask children to tidy away floor toys to prevent trip hazards and remind them to sit down when they are eating. This helps them to develop their understanding of risks and how to manage them. Staff manage children's behaviour appropriately and praise them for their efforts. Consequently, children are polite, well behaved and cooperative.

Staff encourage children to manage their own personal needs and give gentle reminders, for instance, about washing their hands properly and not eating food with dirty hands. This helps them to understand the importance of good hygiene. Snack time is self-service, where children enjoy choosing and preparing their own healthy snacks, which promotes their independence skills and helps them to develop healthy eating habits. Sports coaches attend on certain days to undertake specific activities with the children, such as football, dance and drama. This has a positive impact on children's health and helps them to acquire new physical skills. However, when sporting activities are not taking place, staff do not always encourage children to play outside. As a result, children are not receiving consistent messages about the benefits of fresh air and exercise on their health and well-being.

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

Overall, managers demonstrate a sound understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. They make sure staff are clear about their role in safeguarding children from harm and understand how to report any concerns. They implement appropriate recruitment and vetting procedures to ensure that all staff are suitable to work with children. Staff know how to keep children safe, for example, by conducting safety checks and risk assessments to ensure they are not exposed to any hazards.

However, there are minor breaches in requirements, but these have minimal impact on children's safety. For example, managers have overlooked informing Ofsted of the appointment of a new manager, which does not meet the safeguarding and welfare requirements of the Early Years Foundation Stage, as well as the requirements of the Childcare Register. Nevertheless, the new manager has undergone appropriate vetting procedures and is suitably qualified. In addition, required records, such as evidence of staff suitability and qualifications, are not easily accessible on the premises. Consequently, the manager has to leave the club to obtain relevant information, which takes her time away from the children.

Monitoring of practice and the delivery of the educational programmes is developing appropriately. Planned annual appraisals take place and the area manager visits the club to support staff and address any issues. Senior managers keep staff updated on policy

changes and they are always contactable by phone for support and advice. They mostly take responsibility for self-evaluation, therefore staff, children and parents are not yet fully involved in the process of reflecting on practice and helping identify targets for improvement.

Partnerships with parents and the children's teachers are effective and contribute well to supporting children's care and learning. The manager shares information with teachers and enquires if children need further support, which contributes to monitoring their progress. Parents are very happy with the club. They comment that children 'love the club and they enjoy the football and dance', and the room is 'always well prepared with a variety of things to do'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with actions)

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the appointment of a new manager (Changes to people) (compulsory part of the Childcare Register).
- take action as specified above (Changes to people) (voluntary part of the Childcare Register).

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	EY453899
Local authority	Cheshire West and Chester
Inspection number	883769
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	10
Name of provider	S4YC Limited
Date of previous inspection	not applicable
Telephone number	07734 705559

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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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