

Broodspring

Travis House, Cuckoo Lane, Hatfield, Doncaster, DN7 6QE

Inspection date

Previous inspection date

18/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff provide a relaxed and welcoming environment where children can play with their friends, be active or simply relax at the end of the day. As a result, children's progress in their personal, social and emotional development is particularly good.
- Well-organised leadership and management is evident in all aspects of the provision and their attention to detail ensures the smooth running of the club.
- Staff collect children from the school and from after school activities to successfully support the wrap-around care they provide. This inspires children's confidence in new social situations.
- Staff attend varied and relevant training to enhance their professional knowledge and skills. As a result, children receive very good levels of support and make good progress.

It is not yet outstanding because

- There is scope to enhance the next steps in children's learning in order to identify activities which will support all areas of learning.
- The out of school club has not yet made the most of the self-evaluation process by monitoring the effects of any improvements made to ensure these have been successful.

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 held meetings and discussions with the registered provider, manager of the provision and additional members of staff and spoke with children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plans.
- The inspector observed activities in the main room and outside area.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Catherine Mather

Full Report

Information about the setting

Broodspring is an established setting and due to new ownership re-registered in 2012. It is run by Femiyabs Limited and operates from a scout hut within the village of Hatfield, South Yorkshire. Care is provided in one main room, with kitchen and toilet facilities also available for use. There is an enclosed outdoor area.

The setting mainly offers before and after school care during term time and opens for full days during school holidays. Opening hours during term time are Monday to Friday from 7am to 9am and from 3pm to 6pm, with additional hours booked for nursery age children as and when required. During school holidays the setting opens each weekday from 7am to 6pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting provides care for children from three to 12 years. There are currently 80 children on roll, of whom, six are in the early years age group. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- enhance the next steps in children's learning to ensure there is a clearer connection to an area of learning, in order to focus more effectively on 'what next' for each child
- enhance the effectiveness of the self-evaluation process by monitoring and reviewing the effect of any improvements made, in order to ensure that they will have the maximum impact on raising children's achievements over time.

Inspection judgements

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

Staff provide a stimulating environment where children are able to follow their own interests, play with their friends or play quietly at the end of a busy day at school. Children are keen to choose what to do on arrival and they can select from activities, such as art and crafts, role play and construction. For example, in the role play area children play 'doctors'; they use stethoscopes and understand how these are used. They take turns to examine the dolls and make notes about the condition of their 'patient'. This means that children have opportunities to act out their experiences and chat together in small groups. Younger children are fully included in all aspects of the out of school club and

benefit from playing with older children.

Children talk confidently to staff and each other. Staff listen to them as they talk about their school day and things they are doing at home. They ask them questions to make them think and extend their language skills. Younger children have individual diaries and folders that include an 'All about me' document that gives staff a good understanding of their individual needs, likes and dislikes. Parents' contributions and verbal exchanges with staff, ensure that they can be confident that their children are happy and settled in the club.

Staff promote all aspects of children's learning and development and there are plenty of opportunities for them to practise writing and to enjoy books. For example, children have written book reviews which are displayed in the 'reading den'. This means children's efforts are acknowledged and shared with others; as a result children's confidence in group situations is well supported. Children also have the opportunity to make a start on their homework as a designated homework area has recently been introduced. Parents are kept well informed of all new developments and give their consent for children to participate. Regular observations are conducted, in order to support children's individual progress. This ensures that each child's development is monitored and any gaps in their progress can be quickly identified. Staff use every opportunity to maximise interactions with children and as a result, their communication and language skills are effectively promoted.

The key person approach is successful in developing strong partnerships with parents. They contribute to initial assessments of children's starting points and share information about activities and learning at home. Daily discussions take place as children are collected and as a result, parents are well informed about activities their child has taken part in and their successes are celebrated. Staff have good links with teachers in the reception class and as a result, children's learning is fully supported. This ensures that children are acquiring the skills needed for the next stages in their learning.

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

The club provides a warm and welcoming environment. Children's artwork is displayed around the room which gives them a sense of pride and belonging to their club. Children transfer smoothly between the local schools and the club. This is because good arrangements are in place for their safe and coordinated arrival and collection at the beginning and end of each day. As a result, this helps children to feel settled, safe and reassured and they form strong attachments with staff. Children demonstrate their feeling of security by confidently choosing activities and playing and socialising with a wide range of friends. Consequently, children are learning to respect and tolerate each other's differences.

There are simple and clear 'golden rules' on display which children have helped to create, listing acceptable behaviour at the club. Children behave well; they ask staff when they want to get different toys and activities out. Staff use a tambourine when they need the children to stop what they are doing and to listen. Children respond extremely well to this

and wait patiently for the staff to let them know tea is ready or other important information they wish to share. Children are polite and use good manners appropriately. They have very good social skills, share well and negotiate with each other.

Children learn about healthy lifestyles through everyday routines and themes planned by staff. For example, currently children are learning about healthy eating and have made healthy and unhealthy food plates. As they look at the displays they confidently explain which food plate is the healthy option and how it helps them to 'grow big and strong'. This means that children understand the effects of food on their bodies. Health awareness is further promoted as children enjoy daily outdoor play. For example, staff provide time and space for children to run around and collaborate with one another in different ways, such as the space they require as they jump and hop on the hopscotch grid. Staff acknowledge children's efforts as their confidence grows and they take turns to coordinate their movements to complete their game.

Children are well supported during transitions between the schools and the out of school club. This further supports children's growing confidence and helps to ensure that they have an enjoyable time.

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

The registered provider and the manager work well together and have a good understanding of the requirements of the Early Years Foundation Stage. All of the staff team have a good knowledge of how young children learn and this contributes positively to their implementation of the learning and development requirements. As a result, observation, assessment and planning processes are effectively used to monitor children's ongoing development. Tracking of children's progress is accurate and reflects all areas of learning. However, next steps for individual children's learning are not always sharply focused to ensure that children continue to make good progress.

Staff have a good understanding of safeguarding procedures and know how to report any concerns they have about a child in their care. They are supported in their work by a comprehensive range of policies and procedures to help ensure that children are as safe as possible and risks are minimised. The setting has robust recruitment procedures in place and staff are vigilant about children's safety, ensuring that the premises are secure. The children are closely supervised at all times, both indoors and outside. As a result, children are well safeguarded in the setting.

Overall the setting's process of self-evaluation is developing well. They seek the views of parents and children and have a clear picture of what they want to do to maintain improvements to the provision. However, there is room to enhance the evaluation process by monitoring and reviewing the effectiveness of any improvements made, so they know how successful they have been in raising children's achievements and so they can make further adjustments when necessary. Employment procedures are robust and performance management systems further ensure that staff remain suitable for their role.

Partnerships with parents are very good. Parents offer positive feedback about the progress their children have made and say how welcoming and supportive the staff are. Partnerships with other schools are good and this helps to ensure a coordinated approach to meeting the needs of individual children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY454222
Local authority	Doncaster
Inspection number	887695
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	24
Number of children on roll	80
Name of provider	Femiyabs Limited
Date of previous inspection	not applicable
Telephone number	01302215266

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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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