

Schools Out Henleaze Infant School

Henleaze Infant School, Park Grove, Westbury-on-Trym, BRISTOL, BS9 4LG

Inspection date	22/03/2013
Previous inspection date	21/07/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 clearly enjoy their time in the out-of-school and holiday club. They are building good relationships with staff and other children.
- Staff demonstrate good knowledge of their key children and how they can support them in their learning and development.
- Staff work hard to create a welcoming and stimulating environment for children.
- The management and staff build secure relationships with parents and carers. They keep them well informed of what children are involved in during their time at the setting.

It is not yet outstanding because

- Staff liaise with children's teachers to support them in their learning. However, the information gathered is inconsistent and does not always support staff in gaining a shared approach to children's learning.
- Children are not always encouraged to be independent and help prepare their own snacks.

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 spoke to the manager and viewed documentation including staff personnel files and supervision records, children's learning journeys, accident records, registers and a sample of policies, procedures and risk assessments.
- The inspector spoke to staff throughout the inspection taking into account children's needs.
- The inspector spoke to several parents during the inspection.
- The inspector completed observations of the children at play in the main playroom and the school hall.

Inspector

Lorraine Sparey

Full Report

Information about the setting

Schools Out Henleaze Infant School is run by a limited company. It opened in 2008 and operates from Henleaze Infant and Junior Schools. The setting is situated in the residential area of Henleaze, Bristol. Children have access to enclosed outdoor play areas. The after school scheme is open each weekday during school term times from 3.30pm to 5.30pm. The holiday scheme operates from 8.30am to 5.30pm, each weekday during school holidays, except for Christmas week. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 332 children on roll, of these; 26 are in the early years age group. The setting supports children with special educational needs and/or disabilities. There are 15 members of staff in the after school scheme, of these, 10 hold appropriate early years qualifications to at least NVQ level 2. In the holiday scheme, there are 16 staff, of which nine hold appropriate early years qualifications to at least NVQ level 2. The manager holds qualified teacher status.

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 to share information with children's class teachers to enable a consistent approach to children's learning
- review the organisation of snack time to promote children's independence by encouraging them to prepare their own food.

Inspection judgements

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

Children clearly enjoy their time in the setting. They have made their own poster detailing the ten most amazing things about attending the after-school club. This includes comments, such as the range of board games, the outside play areas, and the best play workers. Children build good relationships with staff and the other children. They are involved in a broad range of good quality play and learning opportunities. Staff plan and provide a balance of adult-led and child-initiated play and learning opportunities. This takes into account children's individual interests and preferences, for example, children's request to make Easter notebooks. Staff offer a wide range of creative materials and support the children in developing the skills to make the book. Children choose their own designs and are confident to use scissors and staplers to join the paper together. They

decide whether to write a story or draw pictures in their book. Children show a sense of achievement proudly showing their parents as they arrive to collect them. Staff spend a lot of time talking and playing with the children. For example, children ask if they can play doctors and staff support their learning encouraging children to develop their ideas in the game. Children's communication and language is effectively promoted. They are encouraged to talk about their day at school, excitedly telling staff they had a visit from the Easter Bunny and showing them their gifts.

On the walls there are lots of photographs of children involved in a wide range of activities both in the after-school and holiday club, for example, making jewellery. Consequently, children develop a strong sense of belonging. Staff generally support children's independence well. There are encouraged to make choices in their play. However, snack is often prepared by the adults rather than enabling children to prepare their own snack. At other times children enjoy making fruit smoothies, supporting their understanding of healthy foods.

Staff complete observations and monitor children's progress well through a detailed tracking sheet. Each child has their own key person who is responsible for making sure observations are completed on a regular basis and recording when the children have met the next steps in their development. These predominantly link to the prime areas of learning such as personal, social and emotional development, communication and language and their physical development. Staff demonstrate good knowledge of where their individual key children are in their development and how they are going to help them progress onto the next stage in their learning. Parents are encouraged to contribute to their children's learning journey.

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

Children build good relationships with their key person enabling them to feel settled and secure in the setting. Staff show a genuine interest in what the children say and do. Consequently, children are confident and engaged in activities. Older children and the younger aged children play well together. They enjoy playing a variety of board games and role-play. Children pretend they are hairdressers and enjoy creating different hair styles on each other. Children involve staff in their play and delight in taking a photograph of a member of staff after the children have finished their hairstyle. Other children enjoy making dens using material.

Children follow good hygiene routines. They know and understand when and why they wash their hands and do so automatically. Staff are positive role models and talk to the children about maintaining healthy lifestyles. Children can freely move between the indoor and outdoor play areas and they make good use of the school hall when the weather is bad. They participate in a wide range of active games to support their physical development. Younger children enjoy exploring the mat that makes different sounds as you step on it. This supports their creativity and enables them to learn how to control their bodies as they move. Children are encouraged to think about safety. Staff remind them when they forget the simple rules, such as walking in the corridor on the way from their

classroom to the after-school club. Children learn that when they use the equipment they need to be careful. Several children confidently tell an adult the rules they need to follow when using the school hall. For example, 'we must not use the gym equipment', and 'we need to have shoes or bare feet'.

Children behave well given their age and stage of development. They know and understand the boundaries and behaviour expectations because staff are consistent in their approach. For example, children know the simple rules, such as sharing toys and being kind to our friends. Staff are positive role models in the way they speak to each other and the children. Consequently, children learn to respect and value others.

There is a good range of toys and equipment promoting all areas of children's learning and development. Staff support their independence well enabling children to make choices in their play. Children are confident to request additional equipment, and to decide whether to go outside or to use the school hall. Staff respond positively to the children's request and invite others to join them so all children feel included.

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

The management team and staff demonstrate good knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff are familiar with the setting's policies and procedures, which helps them to keep children safe and promote their health and well-being. For example they complete accident records and review these regularly to see if there are any trends that need to be addressed. Staff are confident in the event of a safeguarding concern with the procedures to follow. Management provide regular supervision sessions for all staff to enable them to feel supported and have opportunities to develop their knowledge and understanding. There are detailed written risk assessments covering all areas used by the children and the majority of the equipment. In addition the manager has completed a thorough risk assessment of the equipment they use that belongs to the school, for example, benches in the school hall. Staff do allow children to be involved in risky play but they are closely supervised to enable children to understand and manage any risks. There are good recruitment and vetting procedures to enable the management to make sure that staff are suitable for their role and responsibility. All staff undergo a comprehensive induction and have annual appraisals enabling them to fully understand their role and responsibility in the setting.

There are effective systems in place to monitor and evaluate the provision. The staff complete an evaluation form and are part of the local authority quality assurance scheme. This means they receive regular visits and their provision is assessed against the local authority's criteria. Staff, management, parents and children are all involved in the decision-making. There are regular opportunities for all to share their ideas to support improving outcomes for children.

The management have implemented good systems to monitor and evaluate the learning

and development requirements. Children's learning records are monitored to make sure that children's individual key person are supporting children to make progress in all areas of their learning and development. There are systems in place to share information with the children's schoolteachers. However, the information gathered is inconsistent to fully help children in their learning.

Staff develop positive relationships with parents and carers. They receive good quality information about the after-school and holiday clubs. There is a committee which parents can be involved in and their views are valued. Parents are keen to share their children's experience in the setting. They state that they particularly value the range of activities the children participate in. Their children are making good relationships because the staff are friendly and genuinely enjoy working at the setting. Parents report that they receive regular reports detailing their children's progress.

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	EY359805
Local authority	Bristol City
Inspection number	909793
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	40
Number of children on roll	332
Name of provider	School's Out Henleaze
Date of previous inspection	21/07/2009
Telephone number	07847 588203

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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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