

# Base Club

Broadmayne First School, Knighton Lane, Broadmayne, Dorchester, Dorset, DT2 8PH

<b>Inspection date</b>	15/04/2013
Previous inspection date	05/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	Met
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 enjoy lots of physical activities and opportunities to play outdoors in the fresh air, benefiting their physical development.
- Staff have a very good understanding of children's individual needs and preferences, which makes children feel safe and secure.
- Staff have a secure understanding of safeguarding procedures and their individual roles and responsibilities which help to promote children's ongoing safety.
- Children form good relationships with staff and other children in the club. They are well behaved and have a secure understanding of boundaries and expectations with regards to behaviour, which helps to keep them safe.

### It is not yet outstanding because

- Opportunities for children to choose from a range of activities when playing outdoors are sometimes limited.

## 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 hall and playground.
- The inspector held meetings at an appropriate time with the manager/registered person.
- The inspector looked at children's assessment records, planning documents and sampled welfare records.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Samantha Powis

## Full Report

### Information about the setting

Base Club registered in 1999. It is a privately owned out of school club, which uses the facilities of Broadmayne First School, in the village of Broadmayne, near Dorchester. The club uses the school hall and kitchen/community room, with access to the school playgrounds and playing field. The club serves the local community and is open to all children, although most children attend the host school.

The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The club is open after school until 6pm, Monday to Wednesday, term time only. There are currently 35 children on roll, six of these are in the early years age group.

The two owners work directly with the children. They both have appropriate childcare and play work qualifications to level 3. Other staff with suitable qualifications are available if needed.

### What the setting needs to do to improve further

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

- provide a wider range of activities when children play outdoors, to offer them more choice.

## Inspection judgements

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

After a busy day at school, children enjoy the relaxed feel of the after school club. The activities available fully reflect their own choices and preferences. Children benefit from opportunities to play indoors and outdoors. They excitedly select a bicycle or scooter from the shed and ride around the playground enjoying the freedom and opportunity to be physically active. Staff have a good understanding of children's interests, preferences and learning needs. They gain this through their long standing involvement with the children and through discussions with parents and children's class teachers. The observations staff undertake help them to provide appropriate challenge during children's play to extend their learning further. Children play an active role in planning and leading activities. They enter their own ideas onto the weekly planning sheets and suggest activities when they see staff in other areas of the school during the day. Parents receive daily feedback from staff about the types of activities children are involved in, keeping them well informed.

Staff have a good understanding of the Early Years Foundation Stage Framework learning and development requirements. They adapt their approach successfully to suit the type of provision on offer. This allows them to provide positive support that meets the learning and development needs of children well. Consequently, children make good progress in their learning and are prepared well for the next stage in their development.

Children are confident when communicating. Staff use effective questioning, which helps children to share their news, thoughts and ideas. For example, children talk about their holidays and also consider how to make the playground safer. Children ride their bikes and scooters skilfully around the playground, avoiding hazards by changing their speed and direction. They use the bicycle that is most appropriate to their stage of development; for example, one child waits their turn for use of a bike with stabilisers. Children access creative resources and materials when playing indoors. Staff support children well by listening to what they want to make and supplying the tools they need to complete their own projects. Children have a selection of board games available, which support them in learning to play fairly and take turns. Staff are always on hand to support children, but sensitively stand back to allow children to play and explore independently. This balances their busy day at school, by providing them with freedom and choice.

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

Children are secure and settled because staff have a good understanding of their individual needs, preferences and stage of development. There is a very relaxed feel in the club. Children arrive happily and share news of their day at school with the familiar and friendly staff. Children form good relationships with their key person and build friendships with other children in the group. The key person arrangements are successful in encouraging effective links between parents, teaching staff and the club leaders. Children are well behaved and demonstrate a secure understanding of boundaries. This is due to the clear expectations of staff. For example, children learn that they can only use the bikes or scooters if they wear a helmet. This means they learn about safety and how they can keep themselves safe during risky activities. Children receive lots of praise, which encourages them to follow rules. When going inside after playing outdoors, children line up at the door to wait for an adult to go inside before them. The member of staff praises children for doing this without being reminded, reinforcing the children's good behaviour. Children have helped to produce a list of 'golden rules' giving them a sense of ownership. These reflect the rules applied within the school, providing consistency, which helps children to feel secure.

Children enjoy a sociable snack time where they chat to each other and make decisions about what they want to eat. They benefit from healthy choices of fruit and vegetables. They make their own sandwiches and pour their own drinks, gaining independence. Staff remind children to follow good hygiene procedures, such as washing their hands before snack, helping children to follow positive routines to support their own health. Effective procedures help ensure the environment is safe and suitable. Children have devised their own risk assessments based on what they see the staff do daily. This helps the children to

start to take some responsibility for their own safety and that of others around them. Good supervision at all times helps to keep children safe. The indoor and outdoor play areas are spacious and suitable for use. Frequent use of the outdoor play areas provides children with opportunities to improve their physical skills and benefit from engaging in vigorous activity in the fresh air. Children enjoy access to a broad range of equipment and resources. A picture book of additional resources enables children to make choices from the toys that are stored away. When playing outdoors, children enjoy a large range of resources to engage in physical play, such as skipping ropes, balls and wheeled toys. However, they have less access to alternative activities, such as construction toys or creative resources, should they wish to use these to help promote other aspects of their development. Some resources provide children with positive images of diversity, and planned activities include festivals such as Diwali and Chinese New Year. This helps children to develop a respectful awareness of the wider world.

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

The small staff team are well qualified and demonstrate a good understanding of their responsibilities in meeting the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. Clear induction procedures and ongoing staff supervision means that any new members of staff understand their individual roles well. All staff frequently attend training to increase their own skills and knowledge to enable them to make positive changes to support children's needs. The managers reflect on the service they provide and also seek guidance and support from early years professionals. This helps them to identify and address any weaker areas to promote continuous improvements to practice. Staff deployment is effective in ensuring that the club meets children's individual needs well.

Staff have a very secure understanding of the settings safeguarding procedures to help promote children's ongoing welfare. They are clear about their roles and responsibilities and are confident in the steps they must follow if they have a child protection concern. The management team follow good procedures when recruiting and vetting staff, helping to safeguard children. Checks are completed and documentation maintained to help ensure that all those working with children are suitable to do so. Documentation, such as registers and accident records, help to support children's welfare.

Parents receive good information about the club, including copies of all policies and procedures. Staff share information with parents on a daily basis about children's activities at the club. Parents state that they value the service the club offers and the flexible arrangements they can make. They state that their children enjoy attending and are often reluctant to leave when they arrive to collect them. Staff build up strong links with the teachers in the school to share information which supports them in meeting children's individual needs. Both managers also work in the adjoining pre-school, which means that they have known most children for many years and can offer a consistent approach.

### **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

<b>Unique reference number</b>	139317
<b>Local authority</b>	Dorset
<b>Inspection number</b>	812451
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Base Club Partnership
<b>Date of previous inspection</b>	05/11/2008
<b>Telephone number</b>	07597779513

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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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