

Bishops Tachbrook Out Of School & Holiday Club

Bishops Tachbrook C of E School, Kingsley Road, Bishops Tachbrook, Leamington Spa, Warwickshire, CV33 9RY

Inspection date	03/06/2013
Previous inspection date	15/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Effective communication between parents, teachers and club staff ensure that children's individual care and learning needs are met.
- The key person system is well established and effectively ensures children develop secure bonds with adults and their peers.
- Children continue to develop their growing independence as they help to set up the snack trolley with a wide range of healthy snack choices, which also further supports and enhances their understanding of a healthy lifestyle.
- Children learn and feel safe as they help staff to identify potential hazards in the environment. This helps them to take responsibility for their own safety.

It is not yet outstanding because

- Parents are not always provided with enough information and ideas about what children enjoy at the club, in order for them to further extend and enhance their learning at home.
- There is scope to further enhance children's enjoyment and learning in the outdoor environment by providing more resources outdoors.

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 practice in the main hall and in the outdoor play area.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents and children through discussion and from written questionnaires.
- The inspector spoke to the manager and other staff throughout the inspection.

Inspector

Kashma Patel

Full Report

Information about the setting

Bishops Tachbrook Out of School and Holiday Club opened in 1999 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from the school hall and has occasional use of other classrooms and the school library within Bishops Tachbrook Church of England Primary School in Leamington Spa, Warwickshire. There is a fully enclosed area available for outdoor play. The before and after school provision is offered to children attending the school, and holiday care is available for children in the local area.

There are currently 45 children on roll, nine of whom are within the early years age range. The setting opens Monday to Friday during school term times, with sessions from 7.45am to 8.45am and 3.15pm to 5.45pm. In school holidays the opening hours are from 8am to 5.30pm. The club is closed over the Christmas holiday and for all public holidays. Children are able to attend for a variety of sessions.

The setting employs seven members of childcare staff who work directly with the children on a part-time basis. Of these, three hold appropriate early years qualifications at level 3, and one holds level 2. One staff member is a teacher, one is a teaching assistant and one staff member is unqualified. The setting receives support from the early years team and the school.

What the setting needs to do to improve further

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

- provide parents with more information and ideas about how to extend and enhance children's learning at home
- review the use of the outdoor play area to further enhance children's all-round development, by extending the range of equipment accessible to children outside.

Inspection judgements

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

The club staff have a good understanding of the learning and development requirements, which guides them in planning an exciting range of activities. Staff from school and the club work together to support and complement the educational programmes which children follow at school. Some club staff also work in the reception class, which enables

them to observe, assess and identify the next steps in children's learning and also any gaps during their time at school. They use this information to plan activities in the club, and the reception teacher also sends weekly planning which covers activities children have taken part in while at school. Furthermore, children's ideas and interests are valued and included in the planning of activities. As a result, children are able to continue and extend their learning from school. For example, they show interest in pirates and this is carried through to the club. Children develop their imagination and creativity as they make treasure boxes, hats and eye patches to support their learning and interest.

Children have access to a good range of books which they look at with staff and with older children, which supports their communication and vocabulary development. Children have name cards, which encourages them to recognise and write their names. They freely access the art trolley where they use a range of materials to build on their interests, such as tracing. Children show good levels of communication as they chat to each other about their day at school. They are eager to talk about their experiences at the club and what they like about it. For example, they particularly like to draw and play outdoors with their friends. Staff share information with parents and display information about weekly activities children take part in and enjoy. However, there is scope to provide more information and ideas for parents about how they can further extend their children's learning at home.

Staff use good methods to support and extend children's learning, and also encourage them to take reasonable risks. For example, staff support a young child to walk on the stepping stones by holding her hand, which encourages the child to build her confidence and be less fearful of falling over. Staff constantly talk and ask children questions about their day at school to further support and reinforce their learning during the day. Children benefit from daily opportunities to play outdoors; they enjoy a range of physical activities which include climbing and balancing on beams. Staff join in games, such as cricket, which further supports children's enjoyment and learning. Although staff plan a range of activities, they have not fully considered children who have a preference for outdoor learning. They set out some activities, such as colouring, and children know they can take toys outside if they wish to do so. However, children's learning is not as enhanced in the outdoor environment as it is inside, as there are fewer resources accessible to them.

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

Children are well settled and develop a good a sense of belonging in the club. Staff complete 'all about me' forms with parents, which provide information on children's individual needs to support their well-being. Staff know the children well because key persons also work in the reception class with them. As a result, children build good emotional attachments with staff and other children, and the transition from school into the club is smooth. This promotes their learning and emotional development, and supports the transition process to ensure that new children settle quickly. Staff ensure younger children have opportunities to mix together with older children, which clearly supports their learning and promotes their good behaviour. Older children explain and reinforce the club rules, which are displayed and include no running and shouting. Older children support younger children as they explain the rules to them when they take part in games.

They show care and concern for younger children as they go over to check on them if they fall over. As a result, younger children feel safe and settled in the club.

Staff place a high priority on children's safety. For example, children help staff carry out daily checks in the club to help identify potential hazards. This helps children take responsibility for their own safety. In the playground, younger children are aware that they can go as far as the trees to play, while older children can go a little beyond the trees, which supports their growing confidence and understanding of safe rules in accordance with their age. Children have good opportunities to continue their growing independence. For example, they spread their own honey or jam on their toast and help to set up the snack trolley with healthy snacks of fruits and yoghurt. Children help staff to wash and dry the dishes up after snack time, which enables them to take responsibility.

Inside, children have access to a wide range of toys, resources and equipment which support their learning and development. However, there is scope to improve the range and access of equipment in the outdoor area to further enhance children's learning. Children make requests for their favourite toys in the club. For example, they choose photographs of their favourite resources and place them on the board next to their name. This allows children to choose from a large selection of toys, and helps staff to plan around children's interests. Staff make sure there is time to talk about and reflect upon the children's day in school, which provides opportunities to discuss their feelings and any concerns they may have.

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

Staff have a good knowledge and understanding of safeguarding procedures and how to protect children. There are effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. Good systems are in place to keep children safe. The teacher and/or member of the club's staff escort younger children to the club. The premises are secure and visitors are required to sign the visitors book, both at the school and at the club, which further safeguards children. In addition to this, children are supervised well, both inside and outdoors. Staff are well deployed in different areas in the outdoor area, which allows children to explore all areas of the playground and promotes their safety. Policies and procedures are reviewed every six months and updated to ensure they meet the welfare and safeguarding requirements. For example, the safeguarding policy has been updated to include the use of cameras and mobile phones in the club.

The staff value and respect the views of both parents and children as part of their self-evaluation process. Parents complete questionnaires and children are encouraged to express their views through discussions and as they complete surveys. Children also place their ideas of what they would like on the 'wish tree'. For example, staff explain to children that they cannot meet their request to go to a theme park abroad, but can buy a new range of felt pens to further support children's skills in writing and colouring. The manager monitors staff performance through regular meetings and the appraisal system. Staff have opportunities to develop their knowledge and skills through attending training courses and

have regular support from the early years advisers and the teachers from the school, which helps to support their professional development. The club staff work well with teachers to ensure the that educational programme complements and extends children's learning at the club.

There is a strong focus on partnership working with parents, who are warmly welcomed into the club. Staff are available to discuss children's progress and have access to planning and learning journals, which ensures parents are kept well informed of their progress during the day. Furthermore, parents have access to the children's diary which is used for effective communication between the two settings. In discussion with parents during the inspection, comments indicate that they are happy with the service they receive. They like the fact that staff are happy to support their children to do their homework if their child so wishes. Children also state that they enjoy their time in the club and find that staff are 'nice', 'friendly' and they can trust them.

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	200517
Local authority	Warwickshire
Inspection number	890020
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	45
Name of provider	Bishops Tachbrook Out Of School & Holiday Club Committee
Date of previous inspection	15/10/2012
Telephone number	01926 426 020

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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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