

BHIP @ Hangleton

West Blatchington Primary School, Hangleton Way, HOVE, East Sussex, BN3 8BN

Inspection date

Previous inspection date

01/07/2013

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

- Children are very happy, settled and confident and clearly enjoy being at the after school club.
- Staff promote children's physical development successfully, so that they make positive progress in understanding the importance of good health.
- Children can access resources independently, which gives them confidence and a sense of ownership of the after school club.
- There are strong partnerships with parents helping to ensure that children feel supported and to know that everyone cares about them.

It is not yet outstanding because

- There is not an area where children can relax quietly and comfortably, for example, to read a book by themselves.

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 all areas of the after school club both indoors and outside.
- The inspector looked at a range of documentation including policies and procedures.
- The inspector spoke to the manager and staff about their roles and responsibilities.
- Four parents were interviewed and their views taken into account.

Inspector

Joanne Wade Barnett

Full Report

Information about the setting

BHIP @ Hangleton re-registered 2012. It operates from West Blatchington Primary School in Hove, East Sussex. It operates from the school hall and has use of parts of the school playground and field for outdoor play. The club is open each weekday from 3pm to 6pm during school term times. The holiday club operates some of the school holidays from 8.30am to 6pm.

The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 45 children on roll, of these, seven are in the early years age range. The club supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

There are seven members of staff, four of whom hold appropriate qualifications to at least National Vocational Qualification 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 environment for children by providing a quiet and restful area, for example, where children can settle to read a book on their own or with a small group of friends.

Inspection judgements

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

The club meets the needs of the children who attend well. The knowledgeable staff work effectively in partnership with the school and with parents to support all children in their care strongly. Staff take time to get to know every child individually and use their knowledge of how children develop and learn to encourage them all to make good progress. There is a friendly atmosphere with older children playing alongside younger children. This collaborative play means that the younger children learn by following the good examples set by their older friends. Staff are sensitive in their approach and know when to join in with play and when to step back and let children take the lead. Siblings are well supported as the staff understand when it is important for them to play together, and when and why it is important for them sometimes to play apart. Children chat animatedly about the creative activities on offer and share resources cooperatively between themselves. For example, they enjoy using glitter to decorate boxes.

Children communicate well with each other and with the adults around them. They speak very politely and with confidence. Children hold conversations naturally and they are keen to talk about trips they have been on with their families. They listen carefully, and with interest, to the views of others who have been on similar trips. There is a range of picture and chapter books for the children to enjoy. The staff read to the children if they ask, however, a welcoming area to relax quietly in and to promote literacy and reading is not readily available. There are plenty of opportunities for physical play. There is a large playground area for large ball games, parachutes and the use of scooters. There are many resources to choose from, which means that all children are encouraged to move in different ways and to run, jump, climb, balance and throw. This challenges and promotes their physical development well. Older children and younger children mix very well in the outside area enjoying chasing games, football games and imaginative games where they pretend to be animals.

Children are independent because they make choices about the games they would like to play with and about where they would like to play. They are able to take themselves to the toilet when they want to, and help themselves to drinks if they are thirsty. The staff know how to develop the children's understanding of mathematics and they talk about numbers and shapes readily during the children's play. Staff encourage children to think about the shapes they make as they cut things out and staff ask children to count out balls and bean bags. This complements children's ongoing learning from school well and supports them in continuing to develop effective skills for the next stage in their learning. Resources are interesting and varied and give children good opportunities to think about the world around them. Parents are encouraged to play an active role in their children's learning, by viewing their development records or 'learning journeys'. Parents are encouraged to visit the club to talk about their experiences in their own working life. This helps children understand the community they live in.

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

Children are happy, settled and enjoy their time at the club as staff welcome the children cheerfully as they arrive. They laugh, talk and chatter enthusiastically with staff about what they plan to do and what they have done during the school day. The children are very polite, they behave well and are very caring towards each other. The staff are committed to creating a homely atmosphere for the children, which feels different to the school day and they are extremely successful in achieving this. The staff are clearly dedicated to the children and to their success. They work hard to make sure that every child has what they need. As a result, the children thrive. The key person system is fully embedded and staff know the children and their families well. Staff work in close partnership with surrounding schools to support children on entry and during their time at the club.

Children manage their personal care appropriately, as they independently wash their hands before tea. Children's health is promoted as they are offered healthy snacks that reflect a balanced diet. The older children help and support the younger members when cutting their sandwiches at teatime. Younger children benefit greatly from the support

given by the older children. They are tolerant, considerate and respectful of the views and opinions of their younger friends. Children are encouraged to talk about how they feel and are kind and helpful to staff and their friends. All children show that they feel confident and they readily approach staff and ask for help, as well as to show their achievements, such as building a flagpole from cardboard tubes. Children are confident as they move around and demonstrate independence as they make decisions about their games.

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

Leadership and management are good. The manager is organised to ensure that she has a good working knowledge of the requirements of the Early Years Foundation Stage, and is fully aware of the importance of quality practice. The manager reviews the arrangements for planning and assessment to ensure that all children are progressing well, including children with identified needs. The arrangements for safeguarding children are good as staff demonstrate a secure knowledge of their responsibilities concerning protecting children. Regular safeguarding and first aid training keep their skills updated. They understand their individual responsibilities well and provide a safe and secure play environment for children. Risk assessments ensure that any potential hazards to children are minimised and staff closely monitor access to the premises. For example, policy information is provided to all visitors with regard to fire evacuation.

The manager supports the staff and deploys them effectively, ensuring that children are supervised and supported well both indoors and outside. She monitors staff performance through regular meetings and yearly appraisals. The manager undertakes a reflective and evaluative approach to the service provided and is conscientious in delivering good quality care for all children. Management evaluate activities provided and ensure that children remain interested and motivated in their learning. They use the views of children, parents and staff in the evaluation process. Partnerships with parents and others are good. Written and verbal feedback from parents indicate a strong sense of satisfaction with the provision. Many comment on their children's enjoyment of the activities, the friendliness of staff and the flexibility in meeting their work and family life commitments. Staff have good links with outside professionals and agencies, enabling them to seek appropriate intervention for children at an early stage. They have good working relationships with the schools that children attend, and the local authority who provide advice on training.

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	EY456410
Local authority	Brighton & Hove
Inspection number	895568
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	45
Name of provider	Brighton and Hove Inclusion Project
Date of previous inspection	not applicable
Telephone number	07821 541 765

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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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