

# Busy Kids after School Club

The Annex, St George's Hall, Andover Road, Newbury, Berkshire, RG14 6NU

<b>Inspection date</b>	15/10/2013
Previous inspection date	14/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 happy and engage actively in their play. They behave very well and have fun.
- Children have warm relationships with one another and the staff who care for them.
- Staff work effectively with parents and the school to promote continuity in children's learning. Therefore, children are making good progress.

### It is not yet outstanding because

- Opportunities for children to express themselves creatively are more 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children in their play and in their interactions with staff and older children attending the setting.
- The inspector sampled the setting's documentation and children's records.
- The inspector spoke with the manager and took into account how the setting works in partnership with the school.
- The inspector engaged in conversation with staff, children and parents.
- The inspector completed a tour of the setting and the routes staff take when collecting children from school.

## Inspector

Aileen Finan

## Full Report

### Information about the setting

Busy Kids After School Club registered in 2000. It operates from two separate buildings on the site of St George's Church in Newbury, Berkshire. The main area used is St George's Hall and the second area is the church annex. Children have use of an outdoor area. The club provides care for children who attend Falkland Primary School, which is adjacent to the club. It is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 70 children aged from four to 11 years on roll. Of these 13 children are in the early years age range. The club supports children with special educational needs and/or disabilities. The after school club opens each weekday during term time from 3.15pm to 5.55pm. The setting also provides a breakfast club from 8am to 9am, each weekday during term time. They also open for three weeks during the summer, one week during the Easter break and on occasional days during the half terms. The club, on occasions, opens to cover teacher-training days. Holiday sessions run from 8.30am to 5.30pm. There are a total of nine staff working with children. Of these, all but three staff hold recognised qualifications in childcare.

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

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

- extend the planning of adult led activities to provide further opportunities for children to develop their own expression and creativity.

### Inspection judgements

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

The out of school club provides a stimulating environment so that children can relax, play and have fun. Staff have a good understanding of the learning and development requirements for the Early Years Foundation Stage. They understand children's backgrounds, their likes and dislikes; and consequently children have fun and enjoy their time at the club.

Children make choices about what they want to do and overall resources are easily accessible. Children enjoy art and craft, board games, floor play, electronic toys, and construction for example. Children celebrate festivals and community events. They are encouraged to offer suggestions about what resources and activities they take part in for the future. They are looking forward to a planned activity involving music, drama and dance. However, current opportunities for children to express themselves creatively, both indoors and outside in a broader context are less well planned for. For example, resources

to promote children's imagination through role-play, nature or activities using a more diverse range of media and materials are fewer. Nevertheless, staff explain children have used painting to talk about feelings and emotions. Children also take part in show and tell sessions that promote communication and social interaction.

Overall staff promote children's understanding of language, their speech, social interaction and relationships with others well. Staff complement the learning children receive at school effectively. They make observations on children based on their knowledge of the individual and share these regularly with teachers. Consequently, children are making good progress in their learning.

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

Children are happy at the out of school club. They play happily and enjoy a broad range of activities. Children make friends easily because the atmosphere is relaxing and inclusive. They happily chat with one another as they play. They behave very well and understand their boundaries. For example, children's awareness of safety is promoted appropriately because children know to inform staff before going off to the toilet. Therefore, staff know where children are at all times.

Children have warm relationships with the staff. Children are confident to enjoy a cuddle or invite the staff into their play. For example, as a child plays he practises writing his name and learns to write the name of the staff member he talks with. They chat together happily. This supports children's self-awareness and confidence as well as promoting learning opportunities to complement what children are doing at school.

Children are aware of good hygiene practices. They wash their hands prior to eating snack. These occasions are sociable. Snacks are nutritious and varied. Children learn about their independence as they choose their snack and help to clear away after. Drinking water is always readily available. Staff are aware of children's dietary needs and any allergies. Children benefit from regular outdoor activities, which provide them with fresh air and exercise. Overall, therefore children are making secure progress in their physical, personal and social development.

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

Staff at the out of school club have a good understanding of the safeguarding and welfare requirements for the Statutory Framework of the Early Years Foundation Stage. Staff complete safeguarding training as part of their robust induction process and most hold a first aid qualification. This means that staff understand their responsibilities to safeguard the children they care for and the procedures to take should they have a concern about a child in their care. Staff are able to confidently deal with minor injuries and incidents to support children's well-being. The out of school club has effective policies and procedures in place, which staff adhere to appropriately. These policies are shared with parents so

that they understand the procedures that keep their children safe and promote their well-being.

Staff give children's safety a high priority. Staff effectively assess the risks to children both in and away from the club. For example, staff maintain their ratios of staff to children during the sessions and when collecting children from school. Appropriate practice is in place for those children arriving late, after attending clubs at school. Children's attendance is documented accurately.

Recruitment procedures are effective. This ensures that the adults working with children are suitable to do so. Staff are deployed well throughout the session and understand the role they play in caring for the children. Staff work well together and are positive role models. Consequently, children behave well and have warm relationships with the staff and other children attending. The out of school club has effective partnerships with the school. Therefore, staff have an accurate understanding of children's starting points and any additional support that is required to meet their needs. Staff demonstrate a good awareness of the learning and development requirements and are able to complement the progress children are making at school through their effective interaction and activities.

The out of school club is confident to highlight the strengths of their provision. They seek the views of staff, committee, children and parents in supporting their plans for future improvement. Parents are positive about the care their children receive. They state that children are very happy, make lots of friends and settle well. Overall, the out of school club demonstrates it has well-established systems to support children's welfare and development. This therefore promotes the outcomes for children.

### **The Childcare Register**

The requirements for the compulsory 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>	EY225456
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	937841
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Busy Kids After School Club Committee
<b>Date of previous inspection</b>	14/03/2013
<b>Telephone number</b>	07795 633443

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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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