

Battling Brook After School Care Service

Battling Brook CP School, Frederick Avenue, HINCKLEY, Leicestershire, LE10 0EX

Inspection date	06/11/2013
Previous inspection date	13/11/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children develop secure friendships, demonstrate appropriate behaviour and play well together as staff act as positive role models.
- Children are involved in a range of activities that are reflective of their individual interests. This benefits their learning and development and their time out of school is spent being active.

It is not yet good because

- Self-evaluation lacks rigour and does not fully reflect the views of staff. Therefore, it does not enhance the continuous improvement of the provision.
- The environment is not sufficiently well organised to provide space for children to easily relax, rest and play quietly in comfort.
- Children's understanding of why it is important to have a healthy diet is not effectively promoted. This is because the arrangements for providing a balance of healthy and nutritious snacks and drinks for children are not fully effective.

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 talked with staff and children at appropriate times during the inspection and observed activities in the group room and computer suite.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at evidence of suitability and qualifications of staff working with children and children's assessment records, planning documentation and a selection of policies and documentation

Inspector

Claire Jenner

Full report

Information about the setting

Battling Brook After School Care Service is privately owned and managed and is one of two clubs run by the same provider. It was registered in 1991 and operates from the music room of Battling Brook County Primary School in Hinckley, Leicestershire. Children have access to an enclosed outdoor play area.

The setting offers care to children aged four to 11 years. There are currently 63 children on roll, six of whom are within the early years age group. The setting is open Monday to Friday from 3.15pm to 5.30pm during term time and is also open during some school holidays from 7.45am to 5.45pm. Children attend from the local and surrounding areas.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are four members of staff, including the manager, who work directly with the children. Of these, one holds a degree in early childhood studies, two hold a level 3 qualification and one is unqualified.

What the setting needs to do to improve further

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

- develop and review the self-evaluation process to fully include the views of all members of staff and use this more effectively to identify and prioritise targets for improvement
- review arrangements for the provision of snacks and drinks to ensure that children are provided with a balanced range of healthy and nutritious foods that promotes their understanding of the benefits of a healthy diet
- consider the use of space and equipment to ensure children can relax, rest and play quietly with ease and in comfort.

Inspection judgements

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

Children happily and confidently enter the club. The out of school provision provides a busy atmosphere, where children are able to choose which play activity they wish to engage in from those available to them. The relationships between staff, children and the school are well established and effective communication between the three ensure

continuity of care. Older children chatter excitedly to their friends and staff listen to what the children have to tell them. This builds their self-esteem and confidence and encourages them to feel valued and included. Staff mostly have a good knowledge of how children learn and use observations to show what children can do, linking this to the appropriate area of learning. They use this information to ensure that children are able to build on and extend their ideas as they play. Staff know children well and talk about how they use children's interests to support their ideas. For example, the provision of the necessary equipment, space and time to make 'pasta necklaces' are made readily accessible in direct response to a young child's request from the day before.

Staff use appropriate strategies to help encourage children's language skills. They ask questions to extend children's thought processes and encourage them to talk about their day. Children have access to some books, and on request a younger child sits with a member of staff reading a story. However, the environment is not sufficiently well planned to enable children to access books freely and in a quiet area where they can fully concentrate and relax. Children use their knowledge of number in varied ways. For example, older children successfully use addition and subtraction to keep a check on each others score during a game of 'darts', and younger children count the number of pasta tubes on their necklace.

Children chose when they wish to play outdoors. They run, climb and explore the well-resourced school grounds. They regularly enjoy games of football supported by a member of staff, which not only supports their physical skills but also their personal, social and emotional development. They successfully work together as a team and negotiate and agree the rules of the game. Children compound their understanding of technology through resources and have access to the computer suite where they use a variety of programs and games confidently. They have good opportunities to use their imagination as they dress up in the role-play area taking on their chosen role. They use a range of construction resources to build and have access to creative resources to enable them to draw, cut and glue.

An appropriate key person system ensures that parents have a named person to talk to should they have any concerns for their child's well-being. Parents and carers share informal and formal feedback about their children's care needs, for example, through a 'knowing me' sheet. In addition, daily discussion takes place to inform parents of the activities children have been involved in during the session, along with any pertinent messages from school. This ensures that sound partnership working is promoted and keeps parents informed.

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

Children are generally relaxed and confident in the setting and have developed positive relationships with staff. Children understand the need to share, take turns and be kind to their friends. They have good opportunities to engage in group games and activities. For example, a game of darts proves to be very popular as children step back and wait their turn, cheering each other on as they successfully throw their darts and hit the board. Children's independence is appropriately encouraged as they manage their personal care

and choose if they want to play indoors, outdoors or in the computer suite. The learning environment is generally well organised enabling children to choose resources and what they wish to play with. However, an area for children to engage in more quiet play, or to rest and relax when they want to, is not easily identifiable. This results, in some children, and particularly younger children, leaning on tables when tired rather than having somewhere more comfortable and more conducive to their needs at the end of a busy school day.

Children's individual needs are known by staff as they spend time talking to parents and children during their initial visits to the club and back this up with discussions with teaching staff at the school. This helps support children in the transition between school, home and the club. Parents speak positively of how quickly their children have settled and the welcoming staff. The review of the key person system means that children in the Early Years Foundation Stage are allocated a named member of staff. This has enabled staff to work more closely with parents, share information and ensure that children's care is tailored to their individual needs. In addition, suitable handover systems from school to the club ensure the children's day is discussed and any issues passed on appropriately to parents.

Children's health is generally well supported. They have good opportunities to be physically active outside in the school grounds. They have access to a broad range of large equipment where they can run, jump and climb in the fresh air. This contributes positively to children understanding the benefits of a healthy lifestyle. In addition, they have access to the school hall where they enjoy more physically active group games and activities. Children engage in some learning opportunities that promote healthy eating. For example, artwork displayed on the wall shows that they have been talking about and know 'too much sugar is not good for you'. However, this is not reflected in the balance of snacks and drinks that are provided by the club on a daily basis. For example, on the day of the inspection children were offered a biscuit and a drink of juice or water. With the agreement of parents, children are able bring alternative snacks into the setting. However, arrangements were not conducive in supporting children in accessing their own snacks and, consequently, the majority of children had a biscuit as their main snack after a day at school. In addition, children who had sufficient money from home were able to purchase sweets from the clubs 'tuck shop'. Consequently, their understanding of the benefits of a healthy diet is not consistently promoted.

Children learn sensible hygiene routines because staff act as good role models, washing their own hands prior to serving food. Staff help children to become aware of their own safety through everyday routines. For example, taking care when climbing and jumping from fixed play equipment and regularly practising emergency evacuation procedures.

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

Staff show a satisfactory understanding of their role and responsibility with regard to protecting children. They have attended safeguarding training and are aware of the procedures to follow should they have any concerns for a child's well-being. Appropriate

recruitment systems are in place to ensure that staff are suitable to care for children. Induction procedures ensure they develop sufficient knowledge of their roles and responsibility within the club, and are aware of health and safety requirements and all policies and procedures. Risk assessments completed at the setting highlight potential risks to children and the action taken to minimise them. In addition, staff are vigilant in supporting children's safety in all areas they have access to, ensuring that appropriate supervision is offered at all times. Accident records are suitably maintained and staff are qualified in first aid, enabling them to take appropriate action in the event of accidents or injuries.

The staff team are well established. Since the last inspection appropriate arrangements to ensure that a named deputy, who is qualified and capable to take charge in the event of the managers absence, have been implemented. The provider ensures that new information and updates are shared with the staff team. The development of staff is supported appropriately through the introduction of more formal systems for appraisals and supervisions. As a consequence, staff are beginning to identify their own strengths and areas for further development. The provider attempts to use self-evaluation as a method to review practice and has appropriately addressed many of the actions and recommendations raised at the last inspection. For example, the implementation and allocation of key persons for children in the early years age range and a review of the safeguarding policies and procedures. However, the provider has not yet successfully gained the full involvement of staff working in the setting in the self-evaluation process. This limits opportunities for them to express their views and ideas, and therefore, practice does not improve quickly enough.

Partnerships with parents are positive and links with the school, where the club is based, are well established. Staff are aware of the school curriculum, and support and complement this aspect of children's learning through the activities they provide. Partnership working with other professionals and agencies is established, helping staff to meet children's individual needs. Through questionnaires, parents comment positively about the club, staff and the service that they provide. For example, in response to the last inspection, questions have been specifically targeted around the provision of the clubs 'tuck shop'. Feedback from many parents demonstrated their agreement with this arrangement.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	226362
Local authority	Leicestershire
Inspection number	894082
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	63
Name of provider	Janis Stoker
Date of previous inspection	13/11/2012
Telephone number	01455 230799

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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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