

Schools Out Burbage

Burbage C of E Infant School, Grove Road, Burbage, HINCKLEY, Leicestershire, LE10 2AE

Inspection date	11/12/2013
Previous inspection date	16/09/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff are kind, reassuring and welcome all children warmly to the setting. They listen to all their news and genuinely show interest in what they have to say, helping children to feel valued.
- Teaching is effective because staff know how to support children through regular conversations and build on what they know and can do. They encourage children to think through solutions for themselves so that they are active learners.
- Children enjoy playing outside in all weathers where they get plenty of fresh air after their day at school. On darker evenings, children use torches to guide them and keep them safe, while using them in different ways, such as making patterns. As a result, children learn that the colder, winter months are not viewed as a deterrent to their play.
- Children's views and opinions are integral to all that happens in the club. These are used to inform planning and therefore, children are motivated and stimulated to learn.

It is not yet outstanding because

- There is scope to enhance children's understanding of technology and ability to learn how things work.
- Children's understanding of healthy eating is at times compromised when playing 'hide the sweet' and activities such as these, contradict the healthy ethos promoted within the setting.

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 had discussions with the manager and staff.
- The inspector observed activities in the room.
- The inspector looked at policies and procedures, staff files, children's records, accident book and attendance register.

Inspector

Sally Smith

Full report

Information about the setting

Schools Out Burbage was registered in 2013 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is privately owned. It operates from a mobile classroom in the grounds of Burbage Church of England Infant School. The club serves the immediate locality and also the surrounding areas. The club opens Monday to Friday, from 7.50am to 9am and 3.15pm to 5.30pm term-time only. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area. There are currently nine children in the early years age range. There are three staff working directly with the children, one of whom works part-time. All staff hold recognised early years qualifications 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:

- provide further opportunities for children to investigate how things work and to use information and communication technology to support their learning
- ensure that all activities consistently support children's understanding of maintaining a healthy diet.

Inspection judgements

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

Staff have regard to the learning and development requirements of the Early Years Foundation Stage. They liaise with class teachers where possible and gather information displayed in the classroom about the current focus for children's learning in school. The club works extremely hard to provide a link between parents and teachers, ensuring that all information is successfully passed on. In addition, they glean much information about children's current interests from parents and the children themselves. Parents complete, 'Knowing me, knowing you' forms, providing an overview of the things their child enjoys doing at home, along with their particular likes and preferences. Children are encouraged to put forward their own suggestions and ideas for activities, ensuring they are very much at the heart of decision-making and what they do on a day-to-day basis. This builds their strong sense of belonging as they are active participants in how the club operates. Staff use all of the information to plan activities that cover the areas of learning and intrinsically thread teaching and learning most successfully through play, routines and their engagement with children. For example, children's independence is fostered as they prepare and help themselves to tea at the self-service snack bar. Children sit and chat together as they eat, forming close, positive relationships with each other. This helps to promote children personal, social and emotional development. Staff monitor children's

progress and are aware of areas where children require additional support to move their learning forward. These are carefully and considerately threaded into activities, for example, art and craft, so that children who need to, can develop their scissor skills. First they are supported by staff and as their confidence and skills develop, they cut around the outline shape independently, developing a real sense of achievement.

The quality of teaching is good as staff continually engage with children as they play, listening carefully to what they have to say. They use a good level of questioning so that children can demonstrate what they know. For example, children discuss recycling and the role of one child as the 'eco representative' in school. Staff respond to their enthusiasm and ensure this role transcends to the setting as children have set up their own recycling bank. Children know where to place recyclable materials, helping to develop an understanding of their role in creating a more sustainable environment. Staff ensure that activities are pitched at the right level so that they maintain children's interest while providing a suitable level of challenge. Children gain key skills for their future learning. For example, they develop good listening skills and also become effective communicators as they take part in group activities. They confidently express their views and opinions while being sensitive to those of others. They demonstrate a willingness to take turns, fostered by the numerous board and team games they play. A particular favourite promotes their timing and coordination as they eagerly whack as many 'moles' as possible when these pop up randomly from the board.

Children make good use of the outdoor play areas in all weathers and seasons. During darker nights, they take torches outside and delight in being able to shine these on various objects and create different patterns while also helping to keep them safe. The play trail assists children in developing coordination and balance as they stretch from one stepping stone to another. Children also use their imaginations as they play games of 'tig', pretending that the grass is a lake or sea, infested with crocodiles and sharks and to be avoided at all costs. Games of hopscotch whereby they hop, skip and jump the required number of spaces, help to develop their understanding of numbers and counting. The alphabet line on the playground is put to good use as staff ask children to find the first, second and third letters of their names, dependent on children's current level of understanding. Children construct and build with various resources, often having the most fun with an old cardboard box as they use their imaginations to transform it into something else. Staff sit back and let children work out how to assemble and join this themselves so that children become active learners. Role play provides further opportunities for children to transport themselves into an imaginary world while also acting out first-hand experiences, such as a visit to the hairdressers or doctor. They enjoy making their own musical instruments and then forming a band. However, while resources are quite plentiful to support most areas of children's learning, there are fewer opportunities to use information and communication technology. This limits opportunities for children to see what equipment does, what they themselves can do with it and how things work in general.

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

Children are totally at ease in the club. A warm ambiance permeates around the room, creating a harmonious atmosphere and therefore, children appear very comfortable and relaxed. This is evident in the confident and self-assured manner in which they engage with staff who are most warm and welcoming. They listen to children, showing a genuine interest in what they have to say. A successful key person system means that staff know their key children well and are diligent in ensuring children's individual needs are met. As a result, children approach all that they do with enthusiasm. They make choices in all that they do. For example, when asked if they would like to engage in any planned activities available, they know it is quite acceptable to say 'no'. Relationships with parents are strong and information is relayed from the school and shared with them so that there is consistency in children's care.

Staff organise the room in the best way possible to accommodate children's individual needs and preferences. For example, children have floor space so that they can spread out and build a train track or make a den. Equally, a designated comfy area with cushions enable children to curl up with a book or engage in quieter pursuits. Resources are generally quite plentiful. Some are shared with the other setting but, despite this, staff do their utmost to respond to children's ideas as soon as they can, often improvising by using recyclable materials or resources from home.

Children manage their personal care independently, hanging up their coats when they return from school. While they are escorted to and from the toilets in school, they know that they must wash their hands when they have finished. Boxes of tissues are located in the playroom should children need these to blow their nose. Staff remind children to place their hands across their mouths when coughing or sneezing so that they do not spread their germs. Children have access to regular drinks and a range of healthy options are available for tea. Children discuss good foods to eat and make appropriate choices when selecting toppings for the pizzas they make. Oral hygiene is also discussed and the impact sweets and sugary foods have on their teeth. However, children's understanding is somewhat compromised as staff organise occasional games of, 'hide the sweet' rather than using a healthier alternative. Children learn about safe practices as they view the potential dangers around them. They devise club rules, some based on these observations so that they can play safely. Children take ownership of them, respecting the furniture, equipment and each other as they play. Some parents have taken on board these rules and use them at home so that there is consistency in the way children's behaviour is managed.

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

Staff have a sound understanding of the child protection policies so that if faced with potential child concerns, these would be managed swiftly and responsibly. They are aware the importance of adhering to the whistle-blowing policy. This means that should any concerns arise about a colleague's conduct, this is managed in an appropriate manner to ensure children's safety. Staff are diligent in their supervision of the children and conduct thorough risk assessments. Fire drills are practised regularly so that all involved are able to leave the building quickly and safely. A range of policies and procedures are effectively

implemented by staff to ensure that children play and learn in a safe and secure environment. Parents are fully aware of the setting's duty of care to act in a child's best interests at all times.

Induction procedures are effective in ensuring that staff are equipped with the necessary skills to fulfil their roles and responsibilities. This means they have the relevant attributes to support children's learning, safety and welfare. Parents are reassured of staff suitability as the required vetting procedures are followed with regard to Disclosure and Barring Service checks. The owner conducts regular appraisals and supervision is ongoing to monitor practice and identify any staff training needs. Staff access whatever training is available to meet their individual needs and put this to good use. For example, a recent training session on 'boys' play' has resulted in more building and construction resources being readily available. Staff are keen to stress that these are available for both girls and boys, thereby promoting equality of opportunity for all. Staff are all qualified and use their knowledge soundly to support children in making good progress, particularly across the prime areas of learning.

Since the last inspection, an up to date analysis of the setting's strengths and areas for improvement has been undertaken. Children are active participants in all aspects of the club, from deciding the activities for the forthcoming week, to setting the rules and boundaries which they abide by. These are discussed at their weekly meetings or via a suggestion box. At times their ideas are unrealistic for whatever reason, whether this be financial constraints or safety reasons, such as a request to build a tree house. Alternatives are always offered, for example, in this instance, making something more portable and at ground level. This helps children to understand logic and reason. Parents views are also keenly welcomed and these are obtained through daily discussions and their own suggestion box. Staff establish informal relationships with the school and share relevant information as required so that children's needs are successfully met.

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	EY364428
Local authority	Leicestershire
Inspection number	878502
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	37
Name of provider	Susan Elizabeth Kitching
Date of previous inspection	16/09/2008
Telephone number	07931 131 689

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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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